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ABSTRACT

A study was conducted by the Center for the Study of Higher Education to provide a systematic analysis of the educational and employment backgrounds, career goals and aspirations, career paths, and concerns of two-year college administrators. A national sample of 2,049 administrators at 1,219 public and private two-year colleges was surveyed. Study findings, based on an overall response rate of 78%, included the following: (1) a substantial majority of the administrators were male in every administrative position considered except one (i.e., head librarian); (2) over 80% of the administrators were white; (3) over 95% of the administrators held bachelor's degrees, 89.6% held master's degrees, and approximately 45% held doctoral degrees; (4) approximately 66% of the administrators in each group were employed at comprehensive two-year colleges, 25% at vocational-technical colleges, and fewer than 10% at academic institutions; (5) all groups of administrators reported participation in an average of at least 3.5 internal professional activities (e.g., special task forces and in-service staff development); (6) only 10% to 15% of each group reported actively searching for their current positions, and personal contacts were cited as the best sources for finding out about career opportunities; (7) administrators perceived financial support for programs and teaching, high school and junior college articulation, and linkages to business and industry as major future issues; (8) on an average, women administrators were younger (46.8 years) than men (48.8 years); (9) Blacks and Whites showed no major differences in their patterns of employment; and (10) 74.3% of the Black administrators, 89.3% of the Hispanic administrators, and 56.4% of the White administrators were employed in metropolitan areas. The study report includes conclusions regarding the labor market for two-year college administrators and their career mobility, along with a discussion of the implications of the findings for educational leadership. (EJV)

Today's Academic Leaders

A National Study of Administrators in Community and Junior Colleges

Kathryn M. Moore
Susan B. Twombly
S. V. Martorana

The Pennsylvania State University
in cooperation with
The American Association of
Community and Junior Colleges

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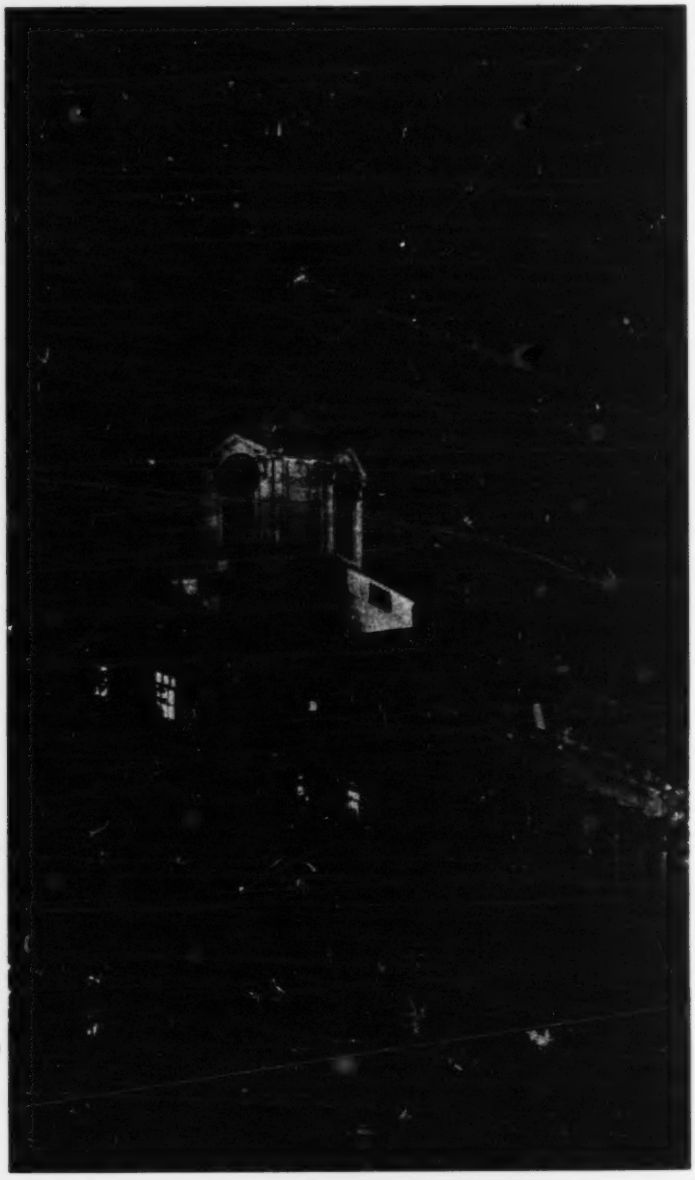

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The study was conducted in cooperation with the Teachers Insurance and Annuity Association. Funding was provided by the Ford Foundation, Exxon Education Foundation, and The Pennsylvania State University.

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Center for the Study of Higher Education
The Pennsylvania State University
University Park, Pennsylvania

January 1985

TODAY'S ACADEMIC LEADERS

A National Study of

Administrators in Two-Year Colleges

The Pennsylvania State University

in cooperation with

The American Association of Community and Junior Colleges

By:

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January 1985

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SUMMARY OF MAJOR FINDINGS

Personal Background

- Substantial majorities of all but one of the surveyed positions are male. The single exceptions are the head librarians, of whom a majority (61.5 percent) are female.
- Over 80 percent of each group of administrators are white.
- Presidents tend to be somewhat older (average age 52.4 years) than other administrators, whose average ages range from 43.7 years (directors of financial aid) to 49.8 years (campus executives).
- The largest percentage of the fathers of respondents in each position were employed in blue-collar and managerial positions. Over 50 percent of the mothers were homemakers.

Educational Background

- Over 95 percent of the administrators in each position except chief business officer and financial aid director hold bachelor's degrees. Primary areas of study were the humanities, education, and business administration.
- Most two-year college administrators hold master's degrees (89.6 percent), with presidents (96.9 percent), campus executives (100 percent), and provosts (97.8 percent) particularly likely to hold this degree. Most often, degrees were earned in education (54.4 percent) or humanities (12.6 percent).
- Approximately 45 percent of the administrators in this study hold doctoral degrees. The combined average percentage of presidents, campus executives, and provosts who hold doctoral degrees is 76, while the combined average for the other positions is 24.7 percent.
- The administrators surveyed held a variety of jobs and graduate appointments, both at the master's and doctoral levels. Most popular of these were research or teaching assistantships, full-time jobs, or part-time jobs.

Professional Background

- Approximately two-thirds of the administrators in each group are employed at comprehensive two-year colleges, one-quarter at vocational-technical colleges, and fewer than 10 percent in academic institutions. The vast majority are employed at public institutions.
- Less than one-third of the administrators in each group reported holding academic rank.

- A substantial portion of each group of administrators report a first previous position at the same institution as the one at which he/she is currently employed.

- Presidents and campus executives participated, on the average, in a greater number of professional activities than did other administrators. Most popular external activities are: boards of directors of state or regional professional associations, external consulting, and publication of books, articles, or technical materials.

- All groups of administrators reported participation in at least an average of 3.5 internal professional activities, most often special task forces, in-service staff development, and add-on responsibilities.

- A majority (59.2 percent) of all administrators indicated that participation in community activities was important to career advancement.

- Overall, 50.4 percent of administrators reported at least one mentor relationship.

- Mentors most often held positions as professors, college/university administrators, elementary/secondary school administrators, or librarians when they first met their proteges. Over one-third of those surveyed were college/university administrators when they met their mentors.

- First mentors were overwhelmingly white males.

- Most commonly, mentors offered general advice, counsel, and encouragement; served as a sounding board; provided a combination of other types of support; and assisted with career advancement.

- Mentors had not assisted most administrators in obtaining their current positions.

- Substantial proportions of presidents (46.1 percent), campus executives (46.6 percent), chief academic officers (30.3 percent), and chief student affairs officers (29.9 percent) were "founding" administrators for at least one of their positions.

- An overwhelming majority of each group of administrators responded "yes" when asked if they would again choose to be an administrator if starting over.

Career Mobility Issues

- Only 10 to 15 percent of each administrative group reported searching actively for their current positions. The most popular job search procedure was direct application.

- The best sources for finding out about the current position were personal contacts (39.5 percent), institution job announcement (20.7 percent), newspaper advertisement (14.6 percent), other (14.1 percent), and mentor (10.3 percent).

- Approximately one-fifth of each administrative group had participated in what they perceived as an unfair, highly irregular, or fraudulent search. Explanation of the fraudulent activity most often consisted of a search where the candidate had already been chosen.

- Duties and responsibilities of the position and ready for a change were important to administrators in deciding to move to the current position. Little or no importance was given to employment opportunities for spouse, educational opportunities for family, or perquisites.

- Duties and responsibilities of the position and salary are highly important reasons for staying in one's current position for all groups of administrators.

- Most two-year college administrators are not currently seeking a job change. Chief business officers (71.2 percent) and presidents (70.7 percent) are least likely and directors of continuing education (22.6 percent) and chief academic officers (21.9 percent) are most likely to be actively conducting a job search.

- Fewer than 10 percent of each group are seeking a new job at their current institution, but most prefer moving to another two-year college. Most would like a position in the public sector in a medium- or small-sized city.

Future Issues

- State financial support for programs and teaching, articulation between high schools and the two-year colleges, and linkages with business and industry are rated as being very important within the next five years by over 75 percent of each group of administrators.

- Articulation between other colleges and the two-year college and preservation of institutional mission are viewed as important issues to be dealt with within the next five years by at least 70 percent of each group of administrators.

- Internal issues of importance to administrators are student recruitment and marketing, fiscal management, and resource allocation.

Women and Minorities

- The mean age for women surveyed is 46.4 years, rather lower than the mean age for male administrators, 48.8 years. Whites tend to be older than minority administrators.

- Slightly over one-third of all Black administrators are female (33.8 percent), compared with 20.8 percent of the White administrators, 17.9 percent of the Hispanics, and 18.8 percent of the "other" minority members.

- Ninety percent of all male administrators are married and living with their spouses, compared to 60.7 percent of the females. Only one-third of the female presidents are married.

- Over half of the males earned master's degrees in education, compared with 39.2 percent of the women. Women are more likely to hold master's degrees in other professional fields (36.5 percent) than men (14.7 percent).

- Of those holding doctorates, 41.6 percent of the women and 38.4 percent of the men have a Ph.D. Thirty-six percent of the women hold the Ed.D., compared with 50.6 percent of the men.

- Blacks are more likely to hold the Ph.D. (41.1 percent) than Ed.D. (34.5 percent), while Whites are less likely to have earned Ph.D.'s (37.6 percent) than Ed.D.'s (50.6 percent). The Ph.D. is held by 66.7 percent of the Hispanics with doctorates.

- Women (63.8 percent) are less likely than men (68.6 percent) to be currently employed at E1 comprehensive colleges, but more likely (10.5 percent) than males (5.9 percent) to be employed at E2 academic two-year colleges.

- Blacks and Whites do not show major differences in their patterns of employment at comprehensive, academic, and technical two-year colleges.

- Over 90 percent of each racial/ethnic group are employed at public community colleges.

- Female two-year college administrators (54.1 percent) are more likely than their male counterparts (49.4 percent) to report having at least one mentor.

- Substantially higher percentages of Hispanics (82.1 percent), Blacks (62.3 percent), and other minority group members (59.4 percent), compared to less than one-half of the Whites (48.8 percent), report having at least one mentor.

- Women (67.9 percent) are more likely than men (58.8 percent) to report that they did not search for a job before accepting their current position. Males more often reported participating in an irregular, unfair, or fraudulent search.

- One-quarter of the "other" minority group members, 21.5 percent of the Hispanics, 16.0 percent of the Whites, and 15.4 percent of the Blacks believe that they have participated in an irregular, unfair, or fraudulent search.

- In most instances, males' and females' reasons for moving to a new position are similar. Females, however, are twice as likely as males to view employment for their spouse as a highly important factor in their decision.

- Equal percentages of males (28.1 percent) and females (28.7 percent) are working in major metropolitan areas.

- Nearly three-fourths of the Blacks (74.3 percent) and 89.3 percent of the Hispanics are located at major and lesser metropolitan colleges, while approximately one-half of the Whites (56.4 percent) and others (50.1 percent) are at metropolitan colleges.

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From its inception, the project had the interest and support of a number of leaders and scholars in postsecondary education. Several of them eventually came to serve on the Advisory Committee to the project. We would like to acknowledge them here: Dr. Mary Norman, President, Orange County Community College; Dr. Reginald Wilson, The American Council on Education; Dr. Mildred Bulpitt, Rio Salado Community College; and Dr. Estella Bensimon, Center for the Study of Community Colleges, UCLA.

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Christine Irvin typed multiple drafts of the questionnaire and letters with skill and patience. Bobbie Vendetti typed the initial draft of this monograph--specializing in oversized tables. Sally Kelley organized and typed numerous drafts of this monograph and other project reports with speed and skill and dedication above and beyond the

call of duty. Marilyn Downing, Administrative Aide at the Center, supervised the financial details with her customary aplomb. Janet Shank spent hours editing the text.

Finally, we want to give our personal thanks to the over 1,500 busy administrators who took time from their crowded schedules to answer the questionnaire. Without them, the report given below could not be written; because of them, we hope the information contained in the report will be of use in maintaining the great vitality of America's two-year colleges.

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Principal Investigator

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Co-Principal Investigator

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University Park
January 1985

FOREWORD

Before the topic of academic leadership entered its most recent reincarnations, Dr. Kathryn Moore had begun to examine the career patterns of administrators in higher education. Her work has demonstrated that the actual paths toward the top are often very different from those constructed by belief or intention.

This latest document, a careful and detailed research into the personnel environments of the two-year colleges, is both timely and useful. Those institutions now hold a major role in education for careers and contribute in many other ways to the breadth of the post-secondary enterprise in America. They now show an organizational maturity which renders this study a benchmark for future comparisons.

We are pleased to note that the unique combination of resources available at the Center for the Study of Higher Education have come together on this project. The extent of experience of Dr. Sebastian V. Martorana with the two-year institutions, the skill and ingenuity of Susan Twombly, and the conditions of staff support provided from the Center fit well into the framework of inquiry Dr. Moore has initiated.

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INTRODUCTION

In a recent volume entitled Issues for Community College Leaders in a New Era, George Vaughn (1983) observed that "it is a truism that no organization is any better than its leaders" (p. 18). He went on to state that "community colleges have been fortunate in obtaining good leadership" (p. 18) both at the national and campus levels.

Providing a succession of prepared leaders to assume top leadership positions is one of the major tasks of all modern organizations, and two-year colleges are no exception. Are two-year colleges merely fortunate to have had good leadership or have they consciously structured careers of their administrators to assure that well-prepared and trained leaders rise to assume top leadership positions? Understanding the characteristics and qualifications of administrators helps to shed light on how two-year colleges have done this; and, when current data are examined in light of similar data, trends become apparent.

The phenomenal growth of the two-year college movement during the 1960s and early 1970s directed much attention to the matter of both leadership development, epitomized by the W. K. Kellogg Junior College Leadership Program, and the study of leader characteristics and career histories, particularly of presidents. Much of the extant literature has been largely descriptive, thus providing an opportunity for interesting trend analysis. A review of some of this literature allows us to identify at least five major trends which appear to be emerging among the top leadership positions at two-year colleges. The findings of this report on the Today's Academic Leaders project, involving a national sample of eight administrative positions (including president), may be measured against these trends.

1. An increasing percentage of two-year college presidents hold doctorates. In 1960, Hawk noted that of those presidents who had been in office more than five years nearly two-thirds reported that the master's degree was the highest degree held. However, over one-half of the presidents who had been in office less than five years held the doctorate (Hawk, 1960). Studies indicate that in the 1960s private two-year college presidents were much less likely than their public counterparts to hold a doctorate (Johnston, 1965). The percentage of two-year public and private college presidents holding doctorates has risen steadily over the past 20 years. A decade following the Hawk

study, slightly over two-thirds of all public two-year college presidents were reported to have earned doctorates (Wing, 1971; Cavanaugh, 1971). A few years later, the percentage had risen to 77 percent (Gardner & Brown, 1973).

2. An increasing percentage of presidents hold degrees in education. Education has consistently been reported as the field of specialty of substantial proportions of two-year college presidents, and this tendency has become more pronounced since 1960. At that time, Hawk reported that nearly one-half of the presidents held their highest degree in an education specialty. By 1971, the percentage of presidents reporting doctorates in education had grown to 55 percent (Wing, 1971). Furthermore, the percentage of public two-year college presidents with degrees in higher education, specifically, has increased from less than 10 percent (Roberts, 1964) to slightly over one-third (Wing, 1971).

3. A trend toward the appointment of older presidents. The mean age of presidents at appointment reported by Hawk (1960) was 42.5; by Roberts (1964), 43.1 years; and by Wing (1971), 44.6 years. However, at the same time, Wing (1971) noted that the "current age" of presidents was decreasing from the 50.3 years reported by Roberts (1964) to the 48.8 years reported by Wing (1971), suggesting perhaps that presidents were not staying in the position as long. Gardner and Brown (1973) reported that 44.5 percent of community college presidents were between the ages of 41 and 50.

4. Decreasing tenure of two-year college presidents. Wing (1971) reported a mean presidential tenure in the "current" position of 4.2 years. This is similar to Ferrari and Berte's (1969) finding that 53.2 percent had served in their current presidency for less than 4 years. Both report much lower mean tenure for presidents than earlier studies which reported a mean tenure of 7.2 years (Roberts, 1964) and 9.2 years (Hawk, 1960). Wing (1971) attributed the decrease in presidential tenure to the founding of many new colleges, resulting in increased presidential mobility. There is some indication that presidential tenure may be increasing again. Gardner and Brown (1973) reported that 57.6 percent of the presidents in their study had been in office less than 7 years. Atwell's (1980) finding that independent two-year college presidents average 9.2 years in the current presidency may indicate that independent two-year college presidents remain in the position longer or that presidential tenure is increasing.

5. Trend toward appointing presidents from within two-year colleges. Early studies found that nearly one-half of public and private college presidents held a previous position within two-year colleges (Hawk, 1960; Roberts, 1964; Johnston, 1965). A substantial portion of these presidents had previously been a two-year college president (Hawk, 1960). However, the mid-60s studies found presidents much less likely to have previously been presidents, probably in part a reflection of the beginning growth of the movement (Roberts, 1964; Johnston, 1965). By 1971, a substantial increase is noted in the percentage of presidents moving to the presidency from within two-year colleges--to nearly 60 percent, with 15 percent having previously occupied a presidency (Wing, 1971). This finding led Wing (1971) to con-

clude that "increasingly throughout the 60's the community college itself has become the source of new community college presidents" (p. 39). Further, he noted that this was a reversal from an earlier tendency to hire administrators from the ranks of four-year colleges and universities.

These, then, are a few trends which seem to emerge from the existing data on two-year college presidents. A less positive fact that becomes obvious when reviewing this literature is that sex and race are virtually ignored in discussions of presidential characteristics. Literature pertaining specifically to women and minorities in two-year college administration will be reviewed briefly in a later section. To date, there is no national census of the numbers and proportions of women and minority administrators working in two-year colleges. Moreover, few states are able to provide this information either. A major focus of the Today's Academic Leaders project was to include a representative sample of women and minorities.

Similarly, there is almost no information available on other top administrative positions in two-year colleges, and what is available is often dated. Since the Today's Academic Leaders project includes eight other administrative positions in addition to president, a brief review of the literature on these positions follows.

Both public and independent two-year college chief academic officers have been described as being Caucasian, male, married, 45 years old, and war veterans (Johnston, 1965; Latta & Hartung, 1970; Anderson, 1973). Over one-half were reported to hold the doctorate, and two-thirds of the doctorates were in the field of higher education (Anderson, 1973). Only one-fifth had attended two-year colleges as students (Anderson, 1973). The only study which reports previously held positions indicates that over one-third had previously been a college administrator other than president or dean (Johnston, 1965).

Johnston's study of independent two-year college administrators (1965) provides one of the only sources of information on the two-year college chief business officer. Johnston found that over one-half of the chief business officers were 54 years of age or older. At that time, there was little emphasis on advanced degrees. When Schultz (1965) added public two-year business officers to this, he found that nearly one-third came from positions in organizations outside of education. At the time of this study, the chief business officer position was likely to be a new addition to the public college, perhaps contributing to the younger age of public chief business officers. Johnston (1965) concluded that the chief business officer is viewed as a technical specialist rather than as an educator and, thus, care should be exercised in their selection.

The majority of studies of chief student affairs administrators took place in the early 1970s. In fact, the chief student affairs position is a relative newcomer to two-year colleges (Schultz, 1965). Johnston (1965) found that few independent two-year chief student affairs officers held doctorates (4 percent) and that 46 percent were between the ages of 44 and 53. Approximately one-fifth came from posi-

tions inside two-year college administration. Another 30 percent had been teachers or instructors. Almost one-half of public two-year college chief student affairs officers came from positions within the same institution (Schultz, 1965).

Studies done early in the 1970s revealed that the master's degree was the highest degree most frequently reported by chief student affairs officers, while approximately one-quarter held the doctorate. Counseling and guidance was the field of specialty for a large proportion of chief student affairs officers (DeCabooter, 1972; Matson, 1972; Brooks & Avila, 1972; Thurston et al., 1972). Although there is some variation in the percentages reported, these researchers agreed that there was a tendency toward both internal promotion within student affairs and within the same institution (Matson, 1972; Brooks & Avila, 1972). Brooks and Avila (1972) expressed concern over the lack of representation of women and minorities in this position and what they observe to be the high mortality rate of chief student affairs officers. This high "mortality" rate may rather be expressed as increased mobility due to expansion of the number of positions and of two-year colleges.

The most comprehensive description of two-year college head librarians or directors of learning resources is provided by Matthews (1972). She engaged in a nationwide study of all public comprehensive two-year college directors of library-learning resources. A substantial proportion of Matthews' respondents reported holding the title of director of learning resources (41.2 percent) and three-quarters indicated that library and audiovisual services were integrated. Four-fifths (81.2 percent) held faculty status. Nearly two-thirds were male and the modal age was 40-49.

Information on directors of financial aid is available from a national study of financial aid directors conducted in 1969 (Puryear, 1974) and from a regional (mid-west) study also conducted in 1968 (Hinko, 1971). Both studies found that the average director of financial aid was a married male in his thirties. The majority reported the master's degree to be the highest degree with a specialty in education (most likely counseling and guidance). Tenure in the current position had been relatively short--3.3 years (Puryear, 1974), and 2 years or less (Hinko, 1971). Puryear (1974) reported that three-quarters had employment experience in higher education only at the current college.

The position of director of continuing education appears to be little studied at the two-year college level even when one attempts to include all possible titles such as community services and adult education. Twenty years ago, the typical adult education administrator was male, between 40 and 59 years of age, was as likely to have been a college teacher as an administrator before assuming the adult education position, held a master's degree, and was appointed from within the institution or from a public school. Junior college or adult education were not typically fields of study for these administrators (Sapienza & Schroeder, 1964). Much more recently, adult/continuing education administrators have been described as males with 1 to 10 years of administrative experience. A majority have no teaching experience in adult and continuing education; however, most have between 1 and 10 years previous

experience as continuing education directors. Finally, they are most likely to report the master's degree as the highest degree held (Miles, 1980).

THE TODAY'S ACADEMIC LEADERS PROJECT

The Today's Academic Leaders project was designed to provide a systematic analysis of administrative careers of two-year college administrators. A national sample of 2,049 administrators who work in selected positions at 1,219 public and private community colleges was surveyed. They were asked to describe their personal and educational backgrounds, their career histories, related activities, job search strategies, and their opinions concerning the future issues facing two-year colleges. The Today's Academic Leaders project is one of the largest, and certainly the broadest, data bases available on two-year college leaders. From the comprehensive data provided by the study, norms and beliefs about college administrators and their careers (about how two-year colleges structure careers of their leaders) can be judged more accurately. This understanding can enhance efforts to preserve the vitality of higher education institutions. The present report provides a national perspective on the backgrounds and careers of administrators in the eight positions included in the study.

Sampling Method

A standardized questionnaire containing 31 questions was developed at the Center for the Study of Higher Education and sent to a 35-percent stratified random sample of administrators in eight selected positions at 1,219 public and private two-year colleges, as listed in the 1984 Higher Education Directory. Administrative positions included in the study are: presidents, campus executives, chief academic officers, chief business officers, chief student affairs officers, head librarians, directors of financial aid, and directors of continuing education.[1] Readers will note that the category of head librarians is divided into those who indicate that their titles are head librarians and those who report that they are directors of learning resources, resulting in a total of nine positions for the purposes of analysis. A total of 2,049 two-year college administrators in these eight positions were surveyed. A three-stage mail-out and follow-up procedure (Dillman, 1978) began on March 9, 1984, and culminated in May 1984. The initial mailing of the questionnaire and letter of explanation in March was followed by a reminder postcard two weeks later. A second letter and questionnaire was mailed in April 1984 to those who had not responded, and a final

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[1] Positions were identified using the HEGIS classification as listed in the 1984 Higher Education Directory. Thus, the problem of differing titles was avoided. Campus executives are classified as 02 in the HEGIS classification and are directors of a campus in a multi-campus system or presidents of a campus within a state community college system (e.g., SUNY community colleges). Because no systematic means of separating this group into presidents or provosts was found, the category is treated as a separate entity.

mailing went out on May 3, 1984. An overall response rate of 78 percent was achieved with usable responses from 75 percent of those surveyed. Completed questionnaires were coded and processed at the Center for the Study of Higher Education.

The high sampling percentage was chosen to allow for a large sample, providing a meaningful and accurate data base upon which future studies about two-year college administrators' careers could be judged. As a result of the scope of the sample and the high response rate, generalization of the information to the larger population, as well as analysis of the data by positions, appears justified.

The Sample: An Overview

In the succeeding sections, results are reported for the following numbers of administrators:

Presidents (N = 193)
Campus Executives (N = 116)
Chief Academic Officers (N = 271)
Chief Business Officers (N = 207)
Chief Student Affairs Officers (N = 221)
Head Librarians (N = 117)
Directors of Learning Resources (N = 92)
Directors of Financial Aid (N = 160)
Directors of Continuing Education (N = 135)

Men comprise the vast majority of the sample. Further, there are 78 Blacks, 28 Hispanics, and 32 of "other" racial/ethnic minorities. A further breakdown of the number of administrators by gender and race is provided in the personal background section.

Sponsorship and Dissemination

The Today's Academic Leaders project was sponsored and supported by a variety of organizations and people. The American Association of Community and Junior Colleges co-sponsored the study along with the Center for the Study of Higher Education and the Teachers Insurance and Annuity Association. Dr. Dale Parnell of AACJC co-signed all correspondence to survey respondents.

Sponsorship by AACJC, as the major national body of two-year colleges, was crucial in achieving the response of such a high number of two-year college administrators. The study was funded by the Ford Foundation and the Exxon Education Foundation.

Results of the study will be disseminated in a variety of ways in order to ensure that those involved with two-year colleges will receive up-to-date information about administrators and their careers. A project summary has been mailed to all survey respondents; presentations will be made at the AACJC national conference (April 1985) and at other national education association conferences throughout the next year; and research articles will appear in education journals. The present report represents the major effort to present a comprehensive summary of the

results for each position for two-year college administrators and other postsecondary education leaders.

Organization of the Report

The discussion of the findings is divided into five sections: administrators in two-year colleges, career mobility issues, future issues, how women and minorities are affected, and conclusions and implications. The final section is divided into two interpretive essays by K. M. Moore and S. V. Martorana. The findings for each position are discussed under each of the topical sections. For the sake of readability, due to the large number of positions being analyzed, only percentages are reported.

I. ADMINISTRATORS IN TWO-YEAR COLLEGES

PERSONAL BACKGROUND

As a means of finding out basic characteristics of two-year college administrators in 1984, survey respondents were asked a series of straight-forward, demographic questions. These questions included the age, sex, race, and marital status of the respondent; spouse and parental occupations; and level of education of parents. The results are summarized in Table 1.

Age of Respondents

Age is an important variable affecting career mobility and socio-economic achievement (Spilerman, 1977; Rosenbaum, 1979; Sagaria & Moore, 1983; Kaufman & Spilerman, 1982). We asked participants to report year of birth. For the purposes of this report, respondents' current ages in 1984 are reported both as a mean for each group of administrators and as a percentage of each group falling in specified age ranges.

Ages of survey respondents ranged from 24 to 73. As one might expect, presidents tend, on the average, to be somewhat older than administrators in other groups. The mean age of presidents is 52.4 years, and the presidents are more likely to fall in the 50-59 age bracket (42.6 percent) than they are to be under 50 (38.3 percent) or over 60 (19.0 percent). The average age of other groups of administrators ranged from 43.7 years (directors of financial aid) to 49.8 years (campus executives). Campus executives are fairly evenly divided between the 40-49 age bracket (45.7 percent) and the 50-59 age bracket (42.2 percent). They are somewhat more likely than presidents to be younger. Chief academic officers are rather more likely to be between 40 and 49 (43.9 percent) than between 50 and 59 (36.2 percent).

The ages of chief business officers tend to be spread among the age brackets, with nearly one-fifth (19.8 percent) reporting ages of 30-39; over one-quarter (28.5 percent), ages of 40-49; 36.2 percent, ages of 50-59; and 15 percent, 60 or older. Chief student affairs officers tend to be younger: 41.3 percent are 40-49 years old, and 34.1 percent are 50-59.

TABLE 1

COMPOSITE: PERSONAL BACKGROUND OF TWO-YEAR COLLEGE ADMINISTRATORS BY POSITION

Characteristic	Presidents (N=193)	Campus Executives (N=116)	Chief Academic Officers (N=271)	Chief Business Officers (N=207)	Chief Student Affairs Officers (N=221)	Head Librarians (N=117)	Directors, Learning Resources (N=92)	Directors, Financial Aid (N=160)	Directors, Continuing Education (N=135)
	-- percentages --								
AGE									
MEAN AGE	52.4	49.8	49.1	48.9	47.2	47.3	47.7	43.7	46.6
20-29	----	----	----	.5	.5	2.6	----	5.0	1.5
30-39	2.1	4.3	10.7	19.8	17.7	21.4	23.9	37.1	22.2
40-49	36.3	45.7	43.9	28.5	41.3	38.5	35.9	29.6	38.5
50-59	42.6	42.2	36.2	36.2	34.1	19.7	29.4	18.9	28.2
60 +	19.0	7.8	9.2	15.0	6.4	18.0	10.9	9.4	9.6
SEX									
Male	96.9	90.5	84.1	88.4	58.7	38.5	58.7	65.6	70.4
Female	3.1	9.5	15.9	11.6	41.3	61.5	41.3	34.4	29.6
RACE									
Black	2.6	6.9	2.6	1.4	8.6	6.1	2.2	12.5	5.3
White	93.7	86.2	94.8	94.7	86.9	90.4	94.6	80.6	93.2
Hispanic	1.6	5.2	.7	.5	2.7	----	1.1	4.4	1.5
Native American	2.1	----	1.1	.5	.9	1.7	----	.6	----
Oriental	----	1.7	.4	2.9	.9	.9	2.2	.6	----
Other	----	----	.4	----	----	.9	----	1.3	----
MARITAL STATUS									
Religious Order	1.0	.9	1.5	1.9	----	1.7	1.1	2.5	.7
Single/Never Married	1.0	.9	3.0	2.9	5.4	20.5	10.9	9.4	9.6
Married	91.7	92.2	88.6	88.4	87.3	60.7	72.8	76.3	79.3
Separated	1.6	.9	2.2	.5	.5	1.7	1.1	0.0	3.7
Divorced	4.7	3.4	4.1	3.9	5.9	12.8	12.0	11.3	6.7
Widowed	----	1.7	.7	2.4	.9	2.6	2.2	.6	----
SPOUSE OCCUPATION*									
Homemaker	42.0	35.5	26.9	30.4	25.9	5.1	18.5	15.0	13.3
Educator	2.6	26.2	27.3	24.9	25.9	30.0	12.1	28.2	31.5
Manager	4.0	14.0	7.9	10.2	6.7	15.7	16.7	19.8	19.4
FATHER'S OCCUPATION*									
Blue-collar	32.8	33.6	27.9	34.0	35.5	29.3	28.3	38.2	32.6
Managerial	23.8	23.3	24.9	31.1	23.2	19.8	23.9	23.6	25.8
MOTHER'S OCCUPATION*									
Homemaker	69.9	62.1	64.2	66.2	62.9	55.6	60.9	55.0	61.5
FATHER'S EDUCATION*									
High School Diploma	18.4	21.6	23.7	24.2	27.1	25.0	19.6	24.4	24.4
Associate Degree	1.6	1.7	1.1	1.0	1.4	.9	4.3	3.1	3.9
Bachelor's Degree	3.7	3.4	7.0	6.8	7.2	13.8	6.5	7.5	8.9
Graduate Degree	8.9	10.3	11.5	3.9	6.8	19.0	12.0	6.3	8.9
MOTHER'S EDUCATION*									
High School Diploma	23.6	34.5	28.6	37.2	34.8	28.4	31.5	30.0	31.1
Associate Degree	8.4	2.6	5.9	4.8	3.6	3.4	4.3	8.8	11.1
Bachelor's Degree	6.3	6.0	8.6	7.2	8.1	14.7	14.1	10.6	6.7
Graduate Degree	3.1	5.2	4.5	1.4	4.5	6.9	4.3	1.3	2.2

* Responses are reported only for those response categories containing a substantial percentage of the responses for each variable.

Head librarians and directors of learning resources exhibit some similarities and some interesting differences. Similar percentages of both are 30-39 and 40-49 years old. However, directors of learning resources are more likely (29.4 percent) than head librarians (19.7 percent) to be 50-59 years old and the reverse is true of the over-60 age bracket.

Ages of directors of continuing education resemble a shortened bell curve; that is, 22.2 percent are 30-39 years of age, 38.5 percent are in the 40-49 age bracket, and another 28.2 percent are 60 or over. Directors of financial aid are the youngest group. They are nearly twice as likely as other groups to be between the ages of 20-29 and are also more likely than other groups to be in the 30-39 age bracket (37.1 percent). This is in contrast to presidents, who are the most likely to be over 60 years of age (19.0 percent); however, head librarians are a close second (18.0 percent).

Gender and Race

As shown in Table 1, substantial majorities of all but one of the surveyed positions are male. The exception to this pattern are the head librarians, of whom a majority (61.5 percent) are female. Substantial proportions of directors of learning resources (41.3 percent), directors of financial aid (34.4 percent), and directors of continuing education (29.6 percent) are women. Over 80 percent of each group of administrators are White.

Of the 193 survey respondents who listed their current position as president, 3.1 percent are female and 6.3 percent are minority group members. There are eleven (9.5 percent) female campus executives and sixteen (13.8 percent) who listed their racial group as Black, Hispanic, or Oriental. Among chief academic officers, 15.9 percent of those reporting race and sex are women and 5.2 percent claim to be members of a minority racial or ethnic group.

Slightly over one-tenth (11.6 percent) of the chief business officers are female and 5.3 percent belong to a minority group. Chief student affairs officers are more likely than groups reported so far to be female (15.4 percent) and from a minority group (13 percent). Over one-third of the directors of financial aid are female (34.4 percent). There are twenty Blacks (12.5 percent) and seven Hispanics (4.4 percent) among the directors of financial aid responding to the survey. Of the directors of continuing education, 29.6 percent are women, 5.3 percent are Black, and 1.5 percent are Hispanic.

A substantial percentage (41.3 percent) of those serving as directors of learning resources are women but only 5.5 percent of the respondents in this position belong to a minority group. A majority of head librarians (61.5 percent) are female and almost 10 percent are minorities.

Blacks are most likely to be directors of financial aid (12.5 percent), and Hispanics are most likely to be found in the position of campus executives (5.2 percent). A very few presidents report being Native Americans (2.1 percent).

Marital Status

Over three-quarters of the administrators in each group except head librarians (60.7 percent) are presently married and living with their spouses. Particularly high percentages of presidents (91.9) and campus executives (92.2) are married. Head librarians are more likely than other administrators to be single (20.5 percent) or divorced (12.8 percent). Relatively few respondents report belonging to a religious order. Directors of financial aid are more likely than other groups to belong to religious orders (2.5 percent).

Occupation of Spouse

As previously noted, a substantial majority of the respondents in each group are presently married and living with their spouses. Presidents' and campus executives' wives are more likely than spouses of administrators in other groups to be homemakers (42.0 and 35.5 percent, respectively). Approximately one-quarter of the spouses of presidents (24.6 percent) and campus executives (26.2 percent) are employed in education occupations.

Over one-half of the spouses of chief academic officers are homemakers (26.9 percent) or educators (27.3 percent). Nearly one-third of the spouses of chief business officers (30.4 percent) are reported to be homemakers and nearly one-quarter (24.9 percent) are educators. Chief student affairs officers' spouses are evenly split, with 25.9 percent being homemakers and 25.9 percent being educators. Spouses of head librarians are much less likely than spouses of other groups to be homemakers (5.[illegible] percent); however, nearly one-third are educators (30.0 percent).

The spouses of the remaining three groups of administrators tend to be employed in three types of positions. Spouses of directors of learning resources are homemakers (18.5 percent), educators (12.1 percent), or managers (16.7 percent). Fifteen percent of the spouses of directors of financial aid are homemakers, 18.2 percent are educators, and nearly one-fifth (19.8 percent) are employed in managerial positions. Spouses of directors of continuing education are most likely to be educators (32.5 percent). Only 13.3 percent are homemakers, and 19.4 percent are managers.

Parents' Occupations

Those surveyed were asked to recall their parents' occupations when the respondents were sixteen years of age. The largest percentages of the fathers of respondents in each administrative category were employed in blue-collar or managerial positions. The percentage of respondents whose fathers had held blue-collar jobs ranged from 28.3 percent for directors of learning resources to 38.2 percent for directors of financial aid. Those with fathers holding managerial jobs exhibited a similarly close range, with from 19.8 percent of librarians' fathers to 31.1 percent of chief business officers' fathers reported to have held such positions.

Over 50 percent of the respondents in each position described their mothers' primary occupation as that of homemaker.

Parents' Education

The highest educational level attained by the fathers of those surveyed was the high school degree in 23.3 percent of all cases. The responses reporting the high school diploma as the highest level of education achieved by fathers ranged from 18.4 percent for presidents to 27.1 percent for chief student affairs officers. A bachelor's or graduate degree was least likely to be held by fathers of chief business officers (10.7 percent) and most likely to be held by fathers of chief academic officers and directors of learning resources (18.5 percent) and head librarians (19.0 percent).

The mothers of the two-year college administrators surveyed were more likely to have earned a high school diploma as their highest level of education than they were to have continued their formal schooling. Relatively few of the mothers of the administrators in each group are reported to have earned the bachelor's or a graduate degree. As with the fathers, the mothers of librarians were the most likely to have completed bachelor's (14.7 percent) or graduate degrees (6.9 percent). Interestingly, in the case of each administrative group, mothers were more likely than fathers to have completed high school.

EDUCATIONAL BACKGROUND

The administrators surveyed were asked to report the number and type of degrees they had earned, as well as their primary areas of study. The resulting educational profiles suggest that two-year college administrators are a highly educated group. Their fields of study cover a broad range, with specialization centered on the humanities, education, and business. These data are summarized in Table 2.

Associate Degrees

Associate degrees were earned by 174 (11.5 percent) of those who took part in the study. Directors of financial aid (23.1 percent) are more likely than other groups of administrators to have earned an associate degree. On the other hand, only one-tenth of the presidents and directors of learning resources report earning associate degrees. Percentages for each group and primary fields are reported in Table 2.

Bachelor's Degrees

A substantial majority of the administrators who responded to this survey held four-year college degrees. All 193 of the presidents hold the bachelor's degree. Over 95 percent of the administrators in each of the other positions hold bachelor's degrees, the only exceptions being business officers (89.9 percent) and financial aid directors (91.3 percent). The administrators in these two positions appear to have followed a somewhat different educational pattern than the group as a whole, given their experiences at the associate and bachelor's levels.

TABLE 2

COMPOSITE: EDUCATIONAL BACKGROUND OF TWO-YEAR COLLEGE ADMINISTRATORS BY POSITION

Type of Degree	Presidents (N=193)	Campus Executives (N=116)	Chief Academic Officers (N=271)	Chief Business Officers (N=207)	Chief Student Affairs Officers (N=221)	Head Librarians (N=117)	Directors, Learning Resources (N=92)	Directors, Financial Aid (N=160)	Directors, Continuing Education (N=135)
	-- percentages --								
ASSOCIATE DEGREE	10.9	12.9	13.3	18.4	11.8	10.3	10.9	23.1	17.8
(N Values)	(21)	(15)	(36)	(39)	(24)	(13)	(10)	(37)	(24)
Primary Field									
Humanities	28.6	33.3	38.9	31.6	42.3	50.0	70.0	35.1	15.0
Education	19.1	13.3	27.8	2.6	15.4	16.7	0.0	8.1	16.7
Business/Technology	9.5	20.0	13.9	65.8	15.4	8.3	10.0	43.2	20.8
BACHELOR'S DEGREE	100.0	99.1	96.3	89.9	95.9	97.4	97.8	91.3	98.5
(N Values)	(193)	(115)	(261)	(186)	(212)	(114)	(90)	(146)	(133)
Primary Field									
Humanities	17.1	23.3	30.3	7.2	28.1	53.0	57.6	19.4	20.0
Education	27.5	22.4	25.8	12.6	25.3	16.2	16.3	28.1	30.4
Business Administration	11.9	9.5	6.6	50.7	9.7	12.0	6.5	17.5	14.1
MASTER'S DEGREE	96.9	100.0	97.8	64.3	97.7	96.6	98.9	66.3	94.1
(N Values)	(187)	(116)	(265)	(133)	(216)	(113)	(91)	(106)	(127)
Primary Fields									
Humanities	10.7	19.0	25.7	2.3	7.9	8.8	11.0	6.6	11.0
Education	63.6	55.2	46.0	43.6	81.0	12.4	22.0	90.8	70.1
Other	5.9	5.2	3.8	39.1	2.8	97.0	64.8	13.2	8.7
DOCTORAL DEGREE	79.3	75.9	73.8	13.0	41.6	18.0	16.3	11.3	42.2
(N Values)	(153)	(88)	(200)	(27)	(92)	(21)	(15)	(18)	(57)
Type of Degree									
Ph.D.	39.5	39.8	48.5	28.6	29.9	23.8	33.3	31.6	30.4
Ed.D.	57.1	56.6	40.3	50.0	57.5	28.6	60.0	31.6	39.3
Other	3.4	3.6	11.2	21.4	12.6	47.6	6.7	36.8	30.3
Primary Field									
Education	37.3	34.1	29.0	32.1	46.7	19.0	43.8	25.0	61.4
Higher Education	41.2	37.5	34.5	32.1	39.1	19.0	43.8	35.0	17.5
Other Professional Fields	1.3	4.5	3.0	14.3	1.1	33.3	6.3	10.0	1.8
Other	20.2	23.9	33.5	21.5	13.0	28.7	6.1	30.0	19.3

Primary fields of study for the bachelor's degree again centered on the humanities, education, and business administration; however, popularity shifted from the humanities to education for certain positions. Fifty-three presidents (27.5 percent) earned their bachelor's degrees in education, as did 41 financial aid directors (28.1 percent) and 40 continuing education directors (30.4 percent). Campus executives and chief academic officers, on the other hand, more commonly chose the humanities for their primary field of study in most instances (23.3 and 30.3 percent, respectively). Also likely to concentrate on the humanities were librarians (53.0 percent) and directors of learning resources (57.6 percent).

Business officers earned their bachelor's degrees in business administration almost three times as often as those in any of the other positions and, conversely, only 7.2 percent of them studied the humanities. At all levels, business officers tended to adhere to a more homogeneous educational program than the other administrators.

Master's Degrees

Most two-year college administrators hold master's degrees (89.6 percent), with presidents (96.9 percent), campus executives (100 percent), and chief academic officers (97.8 percent) particularly likely to have earned this degree. Considerably fewer financial aid (66.3 percent) and chief business officers (64.3 percent) completed study at the master's level.

Overall, the most frequently chosen fields of study were education and the humanities. As compared with bachelor's degrees, a higher percentage of master's degrees were earned in education (54.4 percent), and, correspondingly, a lower percentage in the humanities (12.6 percent), perhaps indicating greater career focus at this stage. A majority of presidents (63.6 percent), chief academic officers (55.2 percent), chief student affairs officers (81.0 percent), directors of financial aid (70.8 percent), and directors of continuing education (70.1 percent) studied education at the master's level. Humanities, a popular field for associate and bachelor's degrees, attracted fewer than one-quarter of the master's candidates in any position except chief academic officer (25.7 percent). Librarians and directors of learning resources (77.0 and 64.8 percent, respectively) typically earned their master's degrees outside the fields of education or humanities in specific areas related to their fields of interest.

Doctoral Degrees

Doctoral degrees were earned by approximately 45 percent of the administrators in this study. The percentage of doctorates differs greatly across the various positions. The average percentage of doctorates earned by presidents, campus executives, and chief academic officers is 76, while the combined average for the other positions is 24.7 percent, clearly a significant difference. Business and financial aid officers were least likely to have been awarded doctorates (13.0 and 11.3 percent, respectively), followed by directors of learning resources (16.3 percent) and librarians (18.0 percent). Similar percentages of

chief student affairs officers and continuing education directors hold doctorates (41.6 and 42.2 percent, respectively).

Usually, the doctoral degree granted to two-year college administrators was the Doctor of Education (Ed.D. degree). Chief academic officers were the only exception to this rule; 131 chief academic officers (48.5 percent) had earned a Ph.D., as compared to 109 (40.3 percent) with an Ed.D.

Other than education, two-year college administrators were awarded doctoral degrees in a variety of subject areas, often unrelated to their present occupations. Most prevalent of those subjects were the humanities and business, although subject areas were more dispersed at this level than for the master's, bachelor's, or associate degrees.

Sixty percent of the learning resources directors who held doctorates had studied education, followed by 57.5 percent of chief student affairs officers, and 50.0 percent of the chief business officers. Continuing education directors (39.3 percent), financial aid directors (31.6 percent), and librarians (28.6 percent) were less likely to have studied education at the doctoral level.

In only three positions did more than one-quarter of the doctoral-holding administrators earn doctoral degrees other than the Ph.D. or Ed.D. These were librarians (47.6 percent), financial aid directors (36.8 percent), and continuing education directors (30.3 percent).

Graduate Appointments

The two-year college administrators surveyed in this study held a variety of jobs and graduate appointments, both at the master's and doctoral levels. Three types of positions were most popular: research or teaching assistantships, full-time jobs, and part-time jobs. The type of appointment differed depending upon whether the level of study was master's or doctorate. For example, fellowships and sabbatical leaves were available primarily to doctoral students, whereas master's candidates were likely to have teaching assistantships or full- or part-time jobs.

Presidents of two-year colleges were likely to have held full-time jobs (39.0 percent), part-time jobs (15.0 percent), or teaching assistantships (15.5 percent) while earning their master's degrees, and full-time jobs (49.7 percent) or fellowships (25.5 percent) while studying for their doctorates. Sabbaticals or leaves were taken by 12.3 percent of the presidents at some point during graduate study.

Campus executives also held full-time jobs more often than they held any other type of appointment at the master's level (46.6 percent). Those continuing for their doctorates were slightly less likely to have held a full-time job (44.3 percent). They held part-time jobs (25.0 percent), fellowships (22.7 percent), or participated in a sabbatical leave (21.6 percent). Over one-quarter of the campus executives held a full-time job during the time they were studying for their master's and for their doctoral degrees.

While studying for advanced degrees, a substantial number of chief academic officers also held full- or part-time jobs. This was particularly true at the master's level, where 39.3 percent of the degree candidates were employed on a full-time basis and 17.7 percent on a part-time basis. Research assistantships (9.8 percent) and teaching assistantships (22.8 percent) were also popular with chief academic officers studying for their master's degrees. Fellowships (24.5 percent) and sabbaticals/leaves (19.5 percent) were available during doctoral study.

Presidents, campus executives, and chief academic officers obtained graduate appointments more often than those in the remaining surveyed positions. On the whole, administrators in the other positions worked at full- or part-time jobs in greater number.

Librarians were often employed full-time as they pursued their education at the master's level (32.7 percent). At the doctoral level, this percentage doubled to two-thirds. Their part-time work decreased significantly from master's to doctoral study (from 26.6 to 4.8 percent). Fourteen percent of the librarians had fellowships while studying for master's degrees.

Chief business and financial aid officers were rather more likely to have held a full- or part-time job while pursuing their degrees than to have held any other graduate appointment. Eighty (60.2 percent) of the chief business officers and 62 (58.5 percent) of the financial aid officers worked full-time while studying for their master's degrees. Most continued to work full-time at the doctoral level (55.5 percent and 77.8 percent, respectively). Business officers and financial aid directors were slightly less likely than those in other administrative positions to have held research assistantships or teaching assistantships at either the master's or doctoral level.

Chief student affairs officers at two-year colleges were similar to the other administrators surveyed in that they were most often employed at full- or part-time jobs while they were graduate students. Over 46 percent worked at full-time jobs while studying for their master's degrees, and 73.9 percent worked full-time while pursuing doctoral degrees.

At some point during their graduate study, 12.9 percent of the chief student affairs officers held research assistantships and 19.9 percent held teaching assistantships. A smaller percentage received other types of graduate appointments.

Directors of continuing education, like the other two-year college administrators, held full- or part-time jobs while studying at the graduate level. Over 60 percent held full-time jobs and 20.5 percent held part-time jobs during some portion of their study toward an advanced degree. Also, research assistantships (17.3 percent), teaching assistantships (18.9 percent), and fellowships (18.1 percent) were held by a number of continuing education directors.

Directors of learning resources, during their master's degree study, were diversified in the type of their graduate appointments. They held teaching assistantships (13.2 percent), fellowships (11.0 percent), and research assistantships (7.7 percent), as well as full- and part-time jobs. While studying for doctoral degrees, 73.3 percent held full-time and 20.0 percent held part-time jobs.

PROFESSIONAL BACKGROUND

In order to accurately describe and analyze careers of two-year college administrators, respondents were asked to report up to 10 professional positions. They were also asked to name each institution of employment and the years the positions began and ended. Respondents also included part-time and jointly held positions in their vitae.

Number of Positions Held

The number of positions reported ranged from 1 to 17; however, only the first 10 positions listed were coded for each respondent. Part-time and jointly held positions were included in the 10. The range of positions held by the largest proportion of administrators is reported along with the mean number of positions held.

Presidents and campus executives report a mean of 7 positions held. For other groups of administrators the mean number of professional positions held was somewhat less. They are as follows: chief academic officer, 6.4 percent; chief business officer, 4.9 percent; chief student affairs officers, 5.9 percent; head librarians and directors of learning resources, 4.8 percent; directors of financial aid, 4.8 percent; and directors of continuing education, 5.9 percent.

Current Position

First person to hold current position. Rapid expansion of two-year colleges in the 1960s and 1970s resulted in the creation of additional administrative positions at already existing two-year colleges and in the establishment of many new two-year colleges. Vaughn (1983) noted that "at one time during this period, community colleges were opening at the rate of almost one a week . . ." (p. xiii). Thus, when discussing the impact of the creation of new positions on administrator careers, it is essential to distinguish between those administrators who were the first to hold a position because they were the "founding" administrator and those who were the first to hold a newly created position at an existing two-year college. An administrator was said to be the "founding" administrator if he/she indicated that they assumed the position within three years of the date of the founding of the college, as reported in the 1984 Higher Education Directory.

Fourteen percent of the two-year college presidents indicated that they were the first to hold their current position. Of these 27 individuals, 13 (48 percent) were "founding" presidents. That is, they took their jobs within three years of the start of the college. How a

college president could report being the first to hold a presidential position and not be the founding president is somewhat baffling. Fewer campus executives (9.5 percent) reported being the first to hold that position. Three of the 11 (27.7 percent) were founding campus executives.

While one would expect that colleges would have presidents since their founding, the relatively higher proportions of chief academic officers (22.1 percent), chief business officers (23.2 percent), chief student affairs officers (23.1 percent), and directors of continuing education (29.6 percent) who reported being the first to hold the current position may reflect the creation of new positions. Only 15 percent of the chief academic officers were founding chief academic officers. However, 22.9 percent of chief business officers and 27.5 percent of those who indicated being the first to hold these positions were founding administrators. Only 17.5 percent of the 40 directors of continuing education who reported being the first to hold their current position were founding administrators in these positions. Three (11.1 percent) of the 27 directors of financial aid who reported being the first to hold the current position were founding financial aid directors.

The case of head librarians is an interesting one, reflecting clearly the tendency to create positions and perhaps to change titles. Eighteen (15.4 percent) of the head librarians and 31 (33.7 percent) of the directors of learning resources indicated being the first to hold their current position. Nearly one-half (44.4 percent) of the head librarians were founding librarians, while only 3 (11.1 percent) of the directors of learning resources were founding administrators. This may well reflect a change in title, although we have no way of knowing this for certain.

Length of time in current position. How long have administrators been in their current position? The literature indicates a tenure of two-year college presidents ranging from 4.2 years (Wing, 1971) to 9.2 years (Hawk, 1960).

Common belief suggests that a variety of factors inhibit administrator mobility (thereby increasing longevity) in positions. However, when the past 40 years are broken down into five-year segments, we observe that a large percentage of each group of administrators assumed their current position within the past five years (see Table 3). Head librarians are the group least likely (31.6 percent) and chief academic officers (51.3 percent) the most likely to have begun their current positions since 1980 or within the last five years.[2] Nearly all of the administrators in each category began their current position since 1965. Head librarians are more likely than other groups to have been in their positions longer than 25 years. One administrator has been in his/her current position since 1948--36 years! Very few administrators, on the other hand, have been in their current position less than one year.

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[2] 1984 is considered as the current year. Mean tenure in current position is reported in Table 1.

TABLE 3

NUMBER OF YEARS IN CURRENT POSITION
BY ADMINISTRATOR TYPE

Position	Number of Years						
	0-5	6-10	11-15	16-20	21-25	26-40	Mean
	-- percentages --						
Presidents (N=191)	44.0	26.2	13.6	13.1	1.6	1.6	8.0
Campus Executives (N=114)	58.8	30.7	6.1	4.4	--	--	5.6
Chief Academic Officers (N=268)	57.1	21.6	14.6	5.6	1.1	--	6.2
Chief Business Officers (N=203)	51.2	18.2	27.6	25.0	--	0.5	7.5
Chief Student Affairs Officers (N=220)	40.0	28.2	18.2	12.3	1.4	0.5	8.0
Head Librarians (N=116)	37.1	16.4	23.3	15.5	6.0	1.7	9.9
Directors, Learning Resources (N=92)	38.0	22.8	18.5	17.4	1.1	--	8.7
Directors, Financial Aid (N=158)	51.9	24.1	18.4	5.7	--	--	6.5
Directors, Continuing Education (N=134)	54.5	23.1	17.9	4.5	--	--	6.1

Type of institution of employment. Approximately two-thirds of the administrators in each group are currently employed at comprehensive two-year colleges (E-1 institutions[3]); see Table 4. Vocational-technical colleges (E-3 institutions[4]) employ approximately one-quarter of each administrator group. E-2 (or academic) institutions[5] are fewest in number and so it is not surprising that generally less than 10 percent of the administrators in each group are employed in this type of two-year college.

Likewise, the vast majority of administrators in each group are currently employed at public two-year colleges. Again this reflects the overwhelming preponderance of public two-year colleges in the total universe of two-year colleges (see Table 5). By definition we would not expect campus executives to be employed at private two-year colleges. Directors of learning resources (3.3 percent) and directors of continuing education (2.2 percent) are relatively less likely than the other groups to be employed at private colleges, perhaps indicating that private two-year colleges are less likely to have these two positions.

Academic rank and teaching. As one means of assessing administrator ties to the faculty and teaching, respondents were asked to indicate whether or not they hold academic rank and, if so, what rank they hold. Recognizing that many public two-year faculties are unionized, it was also necessary to take into account whether administrators were eligible to hold rank. In this case, rank may not be a good indication of two-year college administrators' derivation from the faculty. This dilemma led us to ask about current teaching as perhaps an additional indication of an administrator's tie to the teaching function, if not formal faculty ranking systems.

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[3] E-1, Comprehensive Two-Year Institutions: Institutions in which the number of degrees awarded in occupational and vocational areas is greater than 20% but less than 80% of all degrees awarded.

[4] E-3, Multiprogram Occupational Two-Year Institutions: Institutions which confer degrees or awards in two or more occupational programs and which grant less than 20% of their degrees in the academic area (5600 field in the HEGIS Taxonomy) (Makowski & Wulfsberg, 1980).

[5] E-2, Academic Two-Year Institutions: Institutions in which the number of degrees awarded in the academic area (5600 field in the HEGIS Taxonomy) is at least 80% of all degrees awarded.

TABLE 4

TYPE OF TWO-YEAR COLLEGE WHERE CURRENTLY EMPLOYED

Position	Type of Two-Year College		
	E1 Comprehensive	E2 Academic	E3 Technical
	-- percentages --		
Presidents (N=193)	65.8	6.7	26.9
Campus Executives (N=116)	70.7	5.2	23.3
Chief Academic Officers (N=271)	71.6	5.5	22.1
Chief Business Officers (N=207)	68.6	8.7	22.7
Chief Student Affairs Officers (N=221)	65.6	6.8	27.1
Head Librarians (N=117)	60.7	14.5	23.9
Directors, Learning Resources (N=92)	70.7	3.3	26.1
Directors, Financial Aid (N=160)	68.1	6.9	25.0
Directors, Continuing Education (N=135)	64.4	4.4	31.1

NOTE: Percentages do not sum to 100 percent because respondents were asked to respond to each item separately.

TABLE 5

TYPE OF CONTROL OF CURRENT INSTITUTION OF EMPLOYMENT BY POSITION

Position	Public Control	Private Control
	-- percentages --	
Presidents (N=193)	91.7	8.3
Campus Executives (N=116)	98.3	1.7
Chief Academic Officers (N=271)	88.5	11.5
Chief Business Officers (N=207)	89.4	10.6
Chief Student Affairs Officers (N=221)	91.4	8.6
Head Librarians (N=117)	81.9	18.1
Directors, Learning Resources (N=92)	96.7	3.3
Directors, Financial Aid (N=160)	90.6	9.4
Directors, Continuing Education (N=135)	97.8	2.2

Generally speaking, less than one-third of the administrators in each of the positions studied reported holding academic rank. Chief business officers are the administrative group least likely to hold rank (8.3 percent) and head librarians are the most likely to hold rank (35.3 percent). Among the remaining groups, those holding rank include 9.5 percent of the presidents; 25.2 percent of the campus executives; 25.3 percent of the chief academic officers; 19.4 percent of the chief student affairs officers; 14.2 percent of the directors of financial aid; 16.4 percent of the directors of continuing education; and 17.6 percent of the directors of learning resources.

There are two interesting observations which can be made from these data. It appears that campus executives (25.2 percent) are much more likely than presidents (9.5 percent) to hold rank. Campus executives are much more akin to chief academic officers in at least this one area and this may reflect the fact that, in many multi-campus systems, the campus executive actually has the title of provost and may, in effect, be the chief academic administrator of the campus.

Also of interest is the apparent difference between head librarians and directors of learning resources. Both of these positions have the same HEGIS code. However, in order to see if there might not be career differences among administrators indicating these two distinct titles, they were coded separately. And, in fact, academic rank appears to be one area of difference. While 35.3 percent of the head librarians report holding rank, only 17.6 percent of the directors of learning resources hold rank. This may be one indication that the two positions are indeed separate. Comments were frequently received from head librarians telling us that they were <u>not</u> administrators.

By far, the majority of two-year college administrators in each position who do not hold rank indicate that administrators on their campuses are not eligible to hold rank. Presidents serve as a good example. One hundred seventy-one presidents (90.5 percent) do not hold academic rank. Of these, 122 (71.5 percent) report that administrators on their campuses are not eligible to hold rank. This same pattern holds for other positions studied. The majority of campus executives who do not hold rank indicate that on their campus they are not eligible to hold rank (67.4 percent). Of the total 1,512 administrators in all positions studied, 80.2 percent do not hold rank and 67.8 percent of this group indicated that they are not eligible to hold rank.

While the majority of administrators in each of the positions included in the study do not hold rank, a small percentage of each group does teach either at their own institution or at another one. Presidents (16.3 percent), campus executives (13.9 percent), and chief business officers (15 percent) are least likely to teach. Chief academic officers (29.9 percent), directors of continuing education (27.6 percent), chief student affairs officers (26.5 percent), and directors of learning resources (26.1 percent) are most likely to teach at either their own or at another institution.

Previous Positions

The relatively short history and tremendous growth of the two-year college movement are two of the factors which have contributed to a focus on the sources of supply of two-year college administrators (e.g., Schultz, 1965; Wing, 1971; Atwell, 1980). Discussions of this topic generally consider both the types of positions and types of institutions from which two-year college administrators have come. Unfortunately, a publication of this scope cannot give adequate attention to the positions constituting the career paths of all two-year college administrators. However, a brief discussion of position type and institution type of a limited number of previous positions will be undertaken for each administrative group studied. Three previous positions will be discussed for presidents and campus executives and the first previous position for each of the other seven administrator groups. The order of the positions is as follows: first previous position--immediately preceding the current position; second previous position--third position in the career history; third previous position--fourth position in the career history.

Presidents

First previous position. Two-year college presidents held 47 different positions prior to taking their current position (see Table 6). The single most commonly held position was that of chief academic officer (26.9 percent). A substantial percentage (16.6 percent) came to their current presidency from another presidency; 8.8 percent from a provostship; and 5.7 percent were acting presidents. Of the other administrative positions presidents have held, 15.6 percent held positions at the dean/director level; 3.6 percent held other types of college or university positions; and 5.2 percent listed faculty positions as the first previous position. Only five presidents (2.6 percent) held a first previous position in a higher education agency. Eighteen percent of the presidents entered their current presidency from positions outside of higher education. Of those who came from outside, 15 out of 25 (60 percent) were public school administrators/teachers. Only 21 (10.8 percent) held their first previous position in a major doctoral, comprehensive, liberal arts, or specialized college or university.

Second previous position. Seventy-two different positions were recorded by 191 presidents in the second previous position. The single most frequently held second previous position was that of chief academic officer (14.1 percent). The chief student affairs officer position was reported by 5.2 percent of the presidents, as was the position of secondary school superintendent. A few (4.7 percent) held administrative positions in higher education agencies. Twenty-two percent of the presidents held their second previous position outside of higher education and nearly three-quarters of these (71.4 percent) were in public schools. Of the remaining college and university positions held by presidents at the second previous position, 14.1 percent were administrative positions at the level of dean/director; 18.3 percent were faculty; and 6.8 percent held other administrative positions. A greater percentage of administrators were employed at other types of

TABLE 6

PREVIOUS POSITIONS: PRESIDENTS

Position	1st Previous Position		2nd Previous Position		3rd Previous Position	
Number Reporting	193		191		181	
TOTAL Different Positions	47		72		79	
	%	N	%	N	%	N
Types of Positions						
President	16.6	32	4.2	8	2.2	4
Acting President	5.7	11	1.6	3	1.1	2
Assistant to President	1.6	3	3.1	6	3.3	6
Provost	8.8	17	5.8	11	1.1	2
Chief Academic Officer	26.9	52	14.1	27	7.2	13
Chief Student Affairs Officer	2.6	5	5.2	10	4.4	8
Other Dean/Director	13.0	25	14.1	27	18.2	33
Other Higher Education	4.1	8	6.8	13	11.0	20
Faculty	5.2	10	18.3	35	14.4	26
Higher Education Agency	2.6	5	4.7	9	1.1	2
Outside Higher Education	13.0	25	22.0	42	35.9	65
Public Schools	60.0	15	71.4	30	75.4	49
Administrators	56.0	14	50.0	21	32.3	21
Teachers	4.0	1	21.4	9	43.0	28
Types of Colleges/Universities						
Two-Year	71.6		48.7		41.4	
Major Doctoral	3.6		9.3		6.2	
Comprehensive	3.1		7.3		6.7	
Liberal Arts	1.6		4.1		2.1	
Other	2.5		0.5		1.0	

colleges for their second previous position: 9.3 percent were employed at major doctoral, 7.3 percent at comprehensive, and 4.1 percent at liberal arts colleges.

Third previous position. A third previous position was reported by 181 presidents. The positions held were spread among 79 different positions. The positions of chief academic officer and secondary school teacher were each held by 7.2 percent. Another 6.6 percent were school superintendents and 4.1 percent were chief student affairs officers. Of the total number of presidents reporting a third previous position, 36 percent held positions outside of higher education. Slightly over one-third of these (43.0 percent) were teachers or coaches and 32.3 percent were public school administrators. The remaining positions within higher education were faculty (14.4 percent); deans/directors (18.2 percent); and other types of positions within colleges and universities (11.0 percent). Still greater proportions of presidents held the third previous position in different types of colleges and universities: 6.2 percent were employed at major doctoral, 6.7 percent at comprehensive, 2.1 percent at liberal arts, and 1.0 percent at specialized institutions.

Campus Executives

First previous position. One hundred fifteen campus executives report 46 different first previous positions (see Table 7). As for presidents, the most frequently held first previous position of campus executives was that of chief academic officer (21.7 percent). The remaining campus executives' first previous positions were spread among the remaining 45 positions. For instance, 7.8 percent had been presidents; 6.0 percent had been assistants to campus executives; 7.8 percent had previously been campus executives at another college; and 9.5 percent were acting campus executives. A small percentage (4.3 percent) were chief student affairs officers.

Only five campus executives came to their current position from outside of higher education. Within higher education, 11.2 percent were faculty, 12.9 percent were other deans/directors, and 9.5 percent held other higher education positions. Three campus executives had been administrators of higher education agencies in their first previous position. A number of campus executives came to their current positions from different types of colleges and universities: 6.0 percent from major doctoral, 5.2 percent from comprehensive, and 2.6 percent from liberal arts.

Second previous position. For the second previous position, 115 campus executives held 60 different positions. The single largest percentage were chief academic officers (15.7 percent), while 7.0 percent were chief student affairs officers. Nearly 16 percent (15.8 percent) held second previous positions outside of higher education. Of these, 38.9 percent were public school teachers and 22.2 percent were public school administrators. Of the remaining campus executives holding second previous positions within higher education, 20.0 percent were faculty or department heads; 12.2 percent were other deans/directors or above; and 17.4 percent held other higher education posi-

TABLE 7

PREVIOUS POSITIONS: CAMPUS EXECUTIVES

Position	1st Previous Position		2nd Previous Position		3rd Previous Position	
Number Reporting	115		115		113	
TOTAL Different Positions	46		60		62	
	%	N	%	N	%	N
Types of Positions						
President	7.8	9	3.5	4	1.8	2
Campus Executive	7.8	9	1.7	2	--	--
Acting President/Campus Exec.	9.5	11	0.9	1	--	--
Assistant to President	6.0	7	0.9	1	0.9	1
Provost	1.7	2	0.9	1	--	--
Chief Academic Officer	21.7	25	15.7	18	5.3	6
Chief Student Affairs Officer	4.3	5	7.0	8	5.2	6
Other Dean/Director	12.9	15	12.2	14	14.2	16
Other Higher Education	9.5	11	18.3	21	16.8	19
Faculty	11.2	13	20.0	23	26.5	30
Higher Education Agency	2.6	3	3.5	4	1.8	2
Outside Higher Education	4.3	5	15.7	18	27.4	31
Public Schools	40.0	2	61.1	11	48.4	15
Administrators	20.0	1	22.2	4	19.4	6
Teachers	20.0	1	38.9	7	29.0	9
Types of Colleges/Universities						
Two-Year	77.5		62.1		50.9	
Major Doctoral	6.0		6.0		6.9	
Comprehensive	5.2		6.9		8.6	
Liberal Arts	2.6		3.4		0.9	
Other	---		0.9		---	

tions. A small percentage (3.5 percent) held administrative posts in higher education agencies. Relatively small percentages were employed at other types of colleges and universities: 6.0 percent at major doctoral, 6.9 percent at comprehensive, 3.4 percent at liberal arts, and 0.9 percent at specialized institutions.

Third previous position. One hundred thirteen campus executives report having held 62 different types of third previous positions. Relatively small percentages held any particular position. The single position in which the largest percentage of campus executives were employed was that of chief academic officer (5.3 percent). Almost an identical percentage (5.2 percent) were chief student affairs officers. Over one-quarter (27.4 percent) were employed outside of higher education. Of these, 29.0 percent were public school teachers or counselors and 19.4 percent were public school administrators. Within higher education, a total of 26.5 percent were faculty members of some rank, 14.2 percent were administrators at the level of dean/director, and 16.8 percent held some other type of higher education position. Slightly greater percentages of campus executives were employed at other types of colleges and universities for the third previous position than for the second previous position: 6.9 percent at major doctoral universities, 8.6 at comprehensive universities, and 0.9 percent at liberal arts colleges.

For the remaining administrative positions, only the first previous position is discussed.

Chief Academic Officers

Two hundred sixty-eight chief academic officers reported holding 1 of 89 different first previous positions. The most frequently held first previous position was that of chief academic officer (18.7 percent). The second most commonly held position was department chairperson (11.9 percent), and another 8.6 percent indicated that the first previous position was a faculty position. Small proportions had been chief student affairs officers (3.4 percent), associate academic deans (4.1 percent), and assistant academic deans (4.5 percent). Of the additional chief academic officers employed within higher education, 28.4 percent were employed at the level of dean/director or above and 9.3 percent held a variety of other higher education positions. Less than 10 percent were employed outside of higher education. Of these, 31.6 percent had been secondary school administrators and only 15.8 percent were secondary school teachers. Very few chief academic officers came to their current positions from different types of colleges and universities: 1.5 percent from major doctoral, 5.2 percent from comprehensive, 1.8 percent from liberal arts, and 0.8 percent from specialized schools.

Chief Business Officers

Two hundred three chief business officers reported holding 54 different positions for the first previous position. A large percentage of chief business officers held first previous positions in some

position in the business office. The largest percentage were chief business officers (22.2 percent). Another 9.3 percent held various positions in the business office, 3.9 percent were comptrollers, and 5.4 percent were associate or assistant business officers. Still another 10.8 percent were employed in other administrative positions at the level of dean/director and 10.8 percent held other higher education positions. Only 2 (1.0 percent) were employed at higher education agencies. A number (17.2 percent) of chief business officers came to the current position from business positions outside of higher education. Of these, 45.8 percent had been auditors/accountants or financial specialists and 28.6 percent held other business-related positions. A small percentage (20.0 percent) were employed in non-professional clerical or sales positions. Another 8.4 percent held positions as public school administrators. Relatively few chief business officers were employed in different types of colleges and universities for the first previous position: 2.4 percent were at major doctoral universities, 3.4 percent at comprehensive colleges and universities, and 1.4 percent at liberal arts colleges.

Chief Student Affairs Officers

The first previous position was reported by 220 chief student affairs officers in 65 different positions. The largest single percentage held chief student affairs positions (18.6 percent). A variety of student affairs positions were held by 15.5 percent of current chief student affairs officers. Of these, nearly one-third were counseling positions. Another 7.7 percent came from associate/assistant student life positions. Approximately one-fifth (15.9 percent) reported having held other administrative positions at the level of dean/director, and 20.5 percent held other higher education positions. Only 7.3 percent listed a faculty position as the first previous position. Positions outside of higher education employed 14.1 percent of chief student affairs officers. Of these, 16.1 percent were secondary school teachers, 12.9 percent were secondary school counselors, and 45.2 percent were public school administrators. Approximately 13 percent of the chief student affairs officers were employed at other types of colleges and universities: 5.0 percent at major doctoral, 5.4 percent at comprehensive, 2.3 percent at liberal arts, and 1.5 percent at specialized institutions.

Head Librarians

One hundred eleven head librarians reported first previous positions spread among only 22 positions. The majority of head librarians reported some kind of library position as the first previous position. Approximately 10 percent were head librarians, 26.2 percent were associate/assistant head librarians, and another 26.1 percent reported some other kind of higher education library position. Nearly one-quarter (24.3 percent) came to their present position from a library position outside of higher education. Very small percentages moved to their present position from other administrative positions at the dean/director level (9 percent) or from other higher education positions (2.7 percent). However, 10.8 percent had been faculty in the first previous position. A relatively large proportion were employed at other

than two-year colleges: 12.0 percent from major doctoral, 6.8 percent from comprehensive, 3.4 percent from liberal arts, and 1.8 percent from specialized institutions.

Directors of Learning Resources

Ninety-two directors of learning resources reported 27 different first previous positions. The majority of directors of learning resources held library-related positions. Approximately one-fifth (20.7 percent) were head librarians, 7.6 percent held associate/assistant positions, 9.8 percent were directors of learning resources, 12.0 percent were librarians, and 15.2 percent held library positions outside of higher education. Other higher education administrative positions at the level of dean/director were reported by 4.3 percent of directors of learning resources and 19.6 percent reported other higher education positions. Another 6.5 percent were faculty. Overall, 28.3 percent held first previous positions outside of higher education. Over one-half of these were librarian positions (53.8). Relatively few came to their current position from positions at four-year colleges and universities: 1.1 percent from major doctoral universities, 7.6 percent from comprehensive universities and colleges, 2.2 percent from liberal arts colleges, and 1.1 percent from specialized institutions.

Directors of Financial Aid

One hundred fifty-four directors of financial aid reported 56 different first previous positions. The largest single percentage of directors of financial aid reported having held a director of financial aid position (13.6 percent). Others were assistant/associate financial aid directors (14.3 percent) and financial aid counselors (8.4 percent). One-fifth reported having held various administrative positions at the level of dean/director (19.5 percent), and 15.6 percent were in other higher education positions. Only 9.7 percent were faculty. Another 18.8 percent of the directors of financial aid held the first previous position outside of higher education. Of these, 24.1 percent were public school teachers or coaches, and 34.5 percent were public school administrators. Some directors of financial aid did hold first positions at four-year colleges and universities: 4.4 percent at major doctoral, 5.0 percent at comprehensive, 5.6 percent at liberal arts, and 0.6 percent at specialized institutions.

Directors of Continuing Education

One hundred thirty-four directors of continuing education reported 58 different first previous positions. Other director of continuing education positions were the first previous position of 14.2 percent of current continuing education directors. Other first previous positions held include: director of community services (9.0 percent), associate/assistant directors of continuing education (7.5 percent), other administrative positions at the level of dean/director (22.4 percent), other higher education positions (19.4 percent), and faculty (6.0 percent). Approximately one-fifth (21.6 percent) came from positions outside of higher education. Of these, one-quarter were public school teachers, coaches, or counselors, and one-quarter were public

school administrators. Very few came from other types of colleges: less than 1 percent from major doctoral universities, 3.0 percent from comprehensive universities and colleges, and 4.4 from liberal arts colleges.

Internal Moves

Substantial portions of each group of administrators report a first previous position at the same institution as the one at which he/she is currently employed. The percentages are as follows: presidents, 28.0 percent; campus executives, 35.3 percent; chief academic officers, 52.4 percent; chief business officers, 37.7 percent; chief student affairs officers, 53.4 percent; head librarians, 33.6 percent; directors of learning resources, 41.3 percent; directors of financial aid, 55.6 percent; and directors of continuing education, 63.7 percent.

Summary of Previous Position Analysis

When a closer inspection is made of all nine positions included in this study by the first previous position, some data are revealing. As shown in Table 8, certain types of administrators are more inclined than others to make a lateral move from one position to an identical one at another institution. The three most likely to do so are chief business officers, chief academic officers, and chief student affairs officers. Head librarians and directors of learning resources are something of a special case, since most appear to circulate within the sphere of library titles and jobs. Chief business officers have the greatest array of different previous position titles, suggesting it is the most permeable to other moves. Most came from other business positions in colleges and universities, however, not from other functional areas. The percentage of presidents (16.6) who moved from previous presidencies is not especially remarkable in this context.

TABLE 8

LATERAL MOVES: FIRST PREVIOUS POSITION TO CURRENT POSITION

Title	# Reporting Previous Position	% Lateral Move
Presidents	193	16.6
Campus Executives	116	7.8
Chief Academic Officers	268	18.7
Chief Business Officers	203	22.2
Chief Student Affairs Officers	220	18.6
Head Librarians	111	11.7
Directors, Learning Resources	92	9.8
Directors, Financial Aid	154	13.6
Directors, Continuing Education	134	14.2

RELATED CAREER ISSUES

The needs of the institution, its hierarchical structure, and individual motivations and abilities are important factors to consider when examining career patterns in higher education. In addition, a variety of less formal factors may also play an important role in decisions affecting who succeeds within the administrative hierarchy (e.g., Dalton, 1951; Coates & Pellegrin, 1957; Moore, 1982). In order to probe these less formal dimensions of administrative careers, respondents were asked a series of questions about participation in professional activities external and internal to the college, participation in community activities, and mentor relationships.

External Professional Activities

Respondents were asked to indicate the importance of participation in a variety of professional activities external to their particular college in which administrators might be likely to participate. These activities are:

- paid external consultant
- American Council on Education Fellowship/Internship
- W. K. Kellogg Leadership Program Fellowship
- other administrative fellowship/internship
- higher education management institute (e.g., Harvard, Bryn Mawr)
- board of directors--state/regional professional organization
- board of directors of national professional organization
- attend specialized professional workshops/seminars for women (e.g., AACJC, Leaders for the 80's)
- attend special professional workshops/seminars for minorities
- publication of books, articles, technical materials

Respondents were given the opportunity to indicate participation in other external professional activities. Responses are reported in Table 9.

As might be expected, presidents and campus executives participated, on the average, in a greater number of these activities than did other groups of administrators. Chief business officers participated in the fewest. The mean number of activities for each group is as follows: presidents, 3.9; campus executives, 3.6; chief academic officers, 3.0; chief business officers, 2.1; chief student affairs officers, 3.0; head librarians, 2.3; directors of learning resources, 2.4; directors of financial aid, 2.5; and directors of continuing education, 3.1.

Presidents. Presidents are most likely to participate in and find important to their careers serving on boards of directors of state and regional professional organizations (60.2 percent); paid external consulting (48.0 percent); and publication of books, articles, and technical materials (41.6 percent). A majority of presidents have not participated in the other activities listed.

TABLE 9

PARTICIPATION IN EXTERNAL PROFESSIONAL ACTIVITIES
BY POSITION

	Presidents			Campus Executives			Chief Academic Officers			Chief Business Officers			Chief Student Affairs Officer		
	NP	P/NI	P/I	NP	P/NI	P/I	NP	P/NI	P/I	NP	P/NI	P/I	NP	P/NI	P/I
Paid External Consultant	24.0	27.9	48.0	26.1	35.1	38.7	42.2	23.0	34.8	59.2	21.3	19.5	52.8	19.1	28.1
American Council on Education Fellowship/ Internship	94.5	0.7	4.8	96.8	1.1	2.1	97.8	0.9	1.3	100.0	--	--	99.4	--	0.6
W. K. Kellogg Leadership Program Fellowship	79.9	1.3	18.8	89.6	--	10.4	91.3	--	8.7	97.4	--	2.6	94.2	0.6	5.2
Other Administrative Fellowship/Internship	61.2	7.5	31.3	59.8	5.4	34.8	71.7	3.9	24.5	84.3	3.9	11.8	74.0	4.0	22.0
Higher Education Management Institute	73.9	3.9	22.2	79.0	6.0	15.0	87.9	2.2	9.9	87.2	2.6	10.3	90.0	1.1	8.9
Board of Directors, State/Regional Professional Organization	19.9	19.9	60.2	38.1	20.0	41.9	40.7	16.6	42.7	58.8	8.2	32.9	30.4	12.9	56.7
Board of Directors, National Professional Organization	64.1	9.6	26.3	79.8	5.1	15.2	83.4	4.8	11.8	90.3	1.9	7.7	82.0	3.8	14.2
Attend Specialized Professional Workshops for Women	69.2	10.3	20.5	76.3	8.2	15.5	76.3	9.6	14.0	88.9	3.3	7.8	70.6	10.2	19.3
Attend Specialized Professional Workshops for Minorities	67.8	9.6	22.6	65.3	14.7	20.0	72.6	13.7	13.7	89.5	3.9	6.5	59.4	13.5	27.1
Publication of Books, Articles, Technical Materials	29.2	29.2	41.6	32.7	25.7	41.6	47.4	22.2	30.3	69.3	13.5	17.2	60.8	20.4	18.8

	Head Librarians			Directors of Learning Resources			Directors of Financial Aid			Directors of Continuing Education		
	NP	P/NI	P/I	NP	P/NI	P/I	NP	P/NI	P/I	NP	P/NI	P/I
Paid External Consultant	59.2	21.3	19.5	52.4	22.0	25.6	58.7	13.8	27.5	42.9	19.3	37.8
American Council on Education Fellowship/ Internship	100.0	--	--	98.7	--	1.3	100.0	--	--	100.0	--	--
W. K. Kellogg Leadership Program Fellowship	100.0	--	--	95.9	1.4	2.7	99.2	--	0.8	98.0	--	2.0
Other Administrative Fellowship/Internship	91.2	3.3	5.5	89.2	1.4	9.5	88.5	2.3	9.2	73.1	3.7	23.1
Higher Education Management Institute	92.7	2.1	5.2	90.8	2.6	6.6	90.8	2.3	6.9	80.4	1.9	17.8
Board of Directors, State/Regional Professional Organization	60.0	8.0	32.0	33.3	22.6	44.0	48.9	8.1	43.0	30.7	16.7	52.6
Board of Directors, National Professional Organization	88.4	4.2	7.4	80.3	6.6	13.2	82.9	2.3	14.7	82.5	1.0	16.5
Attend Specialized Professional Workshops for Women	75.3	6.5	18.3	74.4	9.0	16.7	72.0	8.3	19.7	63.0	12.0	25.0
Attend Specialized Professional Workshops for Minorities	80.0	7.4	12.6	88.2	6.6	5.3	65.9	10.1	24.0	61.1	19.4	19.4
Publication of Books, Articles, Technical Materials	62.4	21.5	16.1	61.3	12.0	26.7	70.9	8.7	20.5	55.3	23.3	21.4

NP = Not Participated; P/NI = Participated/Not Important; P/I = Participated/Important

Campus Executives. Campus executives closely mirror the pattern of participation exhibited by presidents. They are most likely to participate and find important to their careers serving on boards of directors of state or regional professional organizations (41.9 percent); publication of books, articles, and technical materials (41.6 percent); and other administrative fellowships (34.8 percent). Nearly three-quarters (73.8 percent) had done consulting; however, only 38.7 percent perceived such activity to be important to their careers. The majority of the campus executives were not likely to participate in the other external professional activities listed.

Chief Academic Officers. Chief academic officers are least likely to participate in American Council on Education Fellowships/Internships (97.8 percent); W. K. Kellogg Leadership Program Fellowships (91.3 percent); other administrative fellowships/internships (71.7 percent); higher education management institute (87.9 percent); specialized workshops for women or minorities (76.3 percent and 72.6 percent, respectively); or to serve on boards of directors of national professional organizations (83.4 percent). Greater percentages of chief academic officers have not participated in these activities than either presidents or campus executives. Chief academic officers are most likely to have found participation in the following activities to be important to their careers: paid external consulting (34.8 percent); serving on boards of directors of state or regional professional organizations (42.7 percent); and publication of books, articles, and technical materials (30.3 percent).

Chief Business Officers. Generally speaking, few chief business officers participate in the activities listed and find them to be important to their career advancement. However, nearly one-third (32.9 percent) feel that their participation in state or regional professional organizations (32.9 percent) is important.

Chief Student Affairs Officers. Student affairs administrators are also not highly likely to participate in external professional activities. Approximately one-quarter engage in paid professional consulting (28.1 percent); other administrative fellowships (22.0 percent); and boards of directors of state or regional professional organizations (56.7 percent). They are more likely than the other types of administrators to have attended specialized workshops for minorities. Over one-quarter (27.1 percent) felt that participation in these workshops was important to their careers.

Head Librarians. Head librarians are most likely to serve on boards of directors of state or regional professional organizations and 32 percent indicated this activity to be important to career advancement. They are not likely to participate in the other activities, although 40.8 percent have engaged in paid consulting with 19.5 percent reporting it as important.

Directors of Learning Resources. Directors of learning resources most frequently participate in and find important to their career serving on boards of directors of state or regional professional organizations (44 percent) and, to a lesser extent, paid external consulting

(25.6 percent) and publication of books, articles, and technical materials (26.7 percent).

Directors of Financial Aid. Perhaps surprisingly, over one-quarter of the directors of financial aid (27.5 percent) find participation in paid external consulting important to their careers. Slightly under one-quarter (24.0 percent) have attended specialized workshops for minorities and felt that such attendance has been important to them; and one-fifth (20.5 percent) publish. Directors of financial aid, like other groups of administrators, are most likely to rate serving on boards of directors of state or regional professional organizations (43.0 percent) as important to their career advancement.

Directors of Continuing Education. Over one-third of the directors of continuing education engage in paid consulting (37.8 percent). Interestingly, 23.1 percent of this group has participated in a higher education management institute which they rated as important to their career. Over one-half (52.6 percent) have served on boards of state or regional professional organizations that they felt was important to their careers. In contrast to other groups of administrators, directors of continuing education are more likely to have participated in, and labeled as important, specialized seminars for women (25 percent). Slightly over one-fifth (21.4 percent) of this group rated participation in publishing as important to their careers.

Summary of external professional activities. There is remarkably little variation among the groups of administrators in the survey concerning the types of external activities in which they participate, but there is considerable variation in the degree to which each type participates. On the whole, the three most popular external activities are: boards of directors of state or regional professional associations, external consulting, and publication activities. The topmost administrators--presidents and campus executives--tend to participate most extensively and in a broader range of activities. Those in charge of the functional areas, especially business officers, tend to participate least. Of the top executives, chief academic officers appear least likely to have participated in external activities; presidents are the most active.

The activities with a national focus that were included in the list seem not to draw extensive participation from anyone, but presidents appear to be the most active here, as well. Training or professional development activities that are implicit in these national items or in others more specifically so titled could clearly expand their market to many administrators in two-year colleges who are currently uninvolved. Of the top group, academic officers seem least active in this type of program.

Internal Professional Activities

Two-year colleges may provide a variety of internal professional activities in order to assist administrators in the development of professional skills which may be related to professional advancement. In order to assess the extent to which some common internal professional

activities are provided by colleges and participated in by administrators, respondents were given a list of some internal professional activities as follows:

- formal written performance review
- career review to plan ways to acquire additional skills, education, training
- in-service staff development programs/courses
- temporary task or job rotation at similar level
- participation in special institutional task forces, committees, and commissions
- opportunity to take on additional responsibilities over and above specific job description

Responses by position are reported in Table 10.

All groups of administrators involved in this study reported participation in at least an average of 3.5 internal professional activities. Head librarians, on the average, participated in the fewest (3.5) and directors of continuing education the most (4.2). The mean number of internal activities participated in for the remaining groups are: presidents, 3.9; campus executives, 4.2; chief academic officers, 4.0; chief business officers, 3.8; chief student affairs officers, 4.2; directors of financial aid, 3.9; and directors of learning resources, 3.9.

A majority of presidents found the following to be important: formal written performance review (53.2 percent); in-service staff development (72.6 percent); participation in special institutional task forces (80.9 percent); and opportunity to take on additional responsibilities over and above specific job description (75.9 percent). Approximately one-third (32.1 percent) reported having participated in career review and found it important to their career. However, only a relatively small percentage of presidents reported that temporary task or job rotation was important. A majority (60.0 percent) had not participated in this activity.

This same pattern holds for campus executives' participation in internal activities. A majority of this group participated in and found important to their careers formal written performance review (62.2 percent); in-service staff development (64.4 percent); special institutional task forces (83.0 percent); and opportunity to take on additional responsibilities over and above specific job description (82.7 percent). They were less likely to participate in career review (30.8 percent) and temporary task or job rotation (28.0 percent).

This pattern is virtually identical for chief academic officers. While the majority have participated in four out of the six activities listed, they too are less likely to participate in career review, although one-third (33.1 percent) of them have and reported it to be important in career advancement. Only 18.0 percent, however, have participated in temporary task or job rotation and felt that it was important to their career. Nearly one-quarter (22.5 percent) indicated that such an activity was not available to them.

TABLE 10

PARTICIPATION IN INTERNAL PROFESSIONAL ACTIVITIES BY POSITION

	Presidents				Campus Executives				Chief Academic Officers				Chief Business Officers				Chief Student Affairs Officers			
	NP	P/NI	P/I	NA	NP	P/NI	P/I	NA	NP	P/NI	P/I	NA	NP	P/NI	P/I	NA	NP	P/NI	P/I	NA
Formal written performance review	21.3	14.9	53.2	10.6	9.0	20.7	62.2	8.1	14.6	14.2	62.1	9.2	18.3	13.1	60.7	7.9	13.6	13.6	61.2	11.7
Career review	41.3	8.2	32.1	18.5	44.9	8.4	30.8	15.9	43.7	6.7	33.1	16.5	44.3	9.2	27.6	18.9	36.1	6.7	34.1	23.1
In-service staff development	6.3	12.2	76.2	5.3	10.6	19.5	66.4	3.5	10.3	20.5	65.4	3.8	13.0	22.3	57.5	7.3	4.2	16.3	78.1	1.4
Temporary task or job rotation	60.0	2.2	13.9	23.9	51.4	5.6	28.0	15.0	55.7	3.7	18.0	22.5	59.3	4.9	13.7	22.0	45.2	4.8	22.6	27.4
Special institutional task forces	6.9	8.5	80.9	3.7	1.8	12.5	83.0	2.7	1.9	7.3	89.7	1.1	6.6	14.2	77.7	1.5	2.4	6.6	91.0	--
Additional responsibilities over and above specific job description	11.2	7.5	75.9	5.3	5.5	6.4	82.7	5.5	5.0	6.5	86.2	2.3	9.0	6.3	83.1	1.6	4.7	5.2	89.2	0.9

	Head Librarians				Directors of Learning Resources				Directors of Financial Aid				Directors of Continuing Education			
	NP	P/NI	P/I	NA	NP	P/NI	P/I	NA	NP	P/NI	P/I	NA	NP	P/NI	P/I	NA
Formal written performance review	19.4	22.2	48.1	10.2	11.2	27.0	51.7	10.1	19.2	15.9	57.0	7.9	8.7	22.0	59.8	9.4
Career review	53.4	1.9	26.2	18.4	33.7	15.1	20.9	30.2	39.9	11.5	32.4	16.2	35.5	8.9	33.9	21.8
In-service staff development	16.2	29.7	49.5	4.5	9.0	34.8	53.9	2.2	10.5	22.9	62.7	3.9	6.1	24.4	64.9	4.6
Temporary task or job rotation	65.0	1.9	11.7	21.4	53.0	10.8	9.6	26.5	49.7	3.4	17.9	29.0	45.1	4.9	25.4	24.6
Special institutional task forces	4.5	19.1	76.4	--	9.0	22.5	66.3	2.2	10.5	15.8	71.7	2.0	3.1	12.5	83.6	0.8
Additional responsibilities over and above specific job description	19.3	8.3	68.8	3.7	17.2	13.8	64.4	4.6	17.3	10.7	70.7	1.3	3.1	8.5	85.3	3.1

NP = Not Participated; P/NI = Participated/Not Important; P/I = Participated/Important; NA = Not Applicable

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A substantially smaller percentage of chief business officers are also likely to have participated in career review (27.6 percent) and temporary task or job rotation (13.7 percent). They are also less likely to have found them to be important in their career advancement than other internal professional activities have been.

Chief student affairs officers are somewhat more likely to report that participation in career review (34.1 percent) and temporary task or job rotation (22.6 percent) were important to their careers than the other groups of administrators discussed to this point. As for the other top administrative posts, a majority have participated in the other four activities.

The responses for the administrative positions reported so far are nearly unanimous. Over 85 percent of all groups have participated in special institutional task forces and have had the opportunity to take on additional responsibility which they felt was important to their career advancement. These were also the two items least likely to be reported as not available by presidents, campus executives, chief academic officers, chief business officers, and chief student affairs officers.

Career review and temporary task or job rotation were the least likely to be participated in by all the respondents, and they were also the most likely not to be available.

In fact, this pattern exhibited by the top-line administrators holds also for head librarians, directors of learning resources, directors of financial aid, and directors of continuing education. While the majority of each group has participated in the same four activities, the percentages of respondents reporting them to be important in their careers are somewhat lower than in the five positions previously reported. Career review is deemed to be important by larger percentages of directors of financial aid (32.4 percent) and directors of continuing education (33.9 percent) than for the other groups. Head librarians (27.6 percent) also report this activity to have been important for their careers. Temporary task or job rotation is little participated in and virtually unimportant in the careers of head librarians and directors of learning resources. Nearly one-quarter of each group reports this activity to be unavailable to them.

While 17.9 percent of the directors of financial aid participated in and rated temporary task or job rotation as important, 29.0 percent reported it to have been unavailable to them. One-quarter (25.4 percent) of the directors of continuing education reported temporary task or job rotation to have been important to their careers; 24.6 percent indicated that this activity had been unavailable.

Summary of internal professional activities. The array of internal activities appear to be used fairly equally by all types of administrators with the exception of career review and temporary job rotation. These latter two activities are rarely participated in by anyone, most administrators noting that they were unavailable to them at their institutions.

The three most heavily used activities were special task forces, in-service staff development, and add-on responsibilities. These are so frequently reported by all types of administrators that it seems clear they are standard operating procedures in most colleges. They serve as ways to accomplish many internal college tasks and also build management teams.

Career review and temporary job or task rotation, though little used at present, seem to offer administrators important ways to discover new interests and develop greater awareness of other functional areas.

Community Activities

Two-year colleges, particularly community colleges, maintain important and close ties with the local community. Consequently, we were interested in investigating the number and types of community activities in which two-year college administrators participate.

A majority (59.2 percent) of all administrators studied indicated that participation in community activities was important to career advancement. Presidents (77.5 percent), campus executives (78.8 percent), and directors of continuing education (75.0 percent) were most likely to note the importance of community activities for their careers. Chief student affairs officers (65.7 percent) and chief academic officers (60.2 percent) were somewhat less likely to respond that community activities were important to their careers. Chief business officers (45.7 percent), head librarians (38.6 percent), directors of learning resources (38.9 percent), and directors of financial aid (46.2 percent) were least likely to feel that community activities were important.

In order to assess the importance of particular types of community activities, respondents were presented with the following list of common types of community activities:

- local schools
- philanthropic/cultural (e.g., United Way)
- church/religious
- health and social services
- civic/fraternal (e.g., Kiwanis)
- economic development/business (e.g., Chamber of Commerce)
- political/governmental
- social/environmental issues (e.g., Sierra Club)
- veterans/military

There is not nearly as much agreement on the types of community activities in which participation was rated important to career advancement as there was for internal and external professional activities. However, we can make the observation that a majority of each administrative group has not participated in social/environmental activities or military/veterans activities. Thus we can dispense with a discussion of these two activities. Responses are reported in Table 11.

As might be expected, presidents and campus executives are more likely to participate in more community activities on the average than

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TABLE 11

PARTICIPATION IN COMMUNITY ACTIVITIES
BY POSITION

	Presidents			Campus Executives			Chief Academic Officers			Chief Business Officers			Chief Student Affairs Officers		
	NP	P/NI	P/I	NP	P/NI	P/I	NP	P/NI	P/I	NP	P/NI	P/I	NP	P/NI	P/I
Local Schools	22.8	16.1	61.1	15.6	17.8	66.7	21.5	22.6	55.9	43.0	15.0	42.1	24.8	15.7	59.5
Philanthropic/Cultural (e.g., United Way)	5.6	28.1	66.3	7.5	30.1	62.4	21.3	37.9	40.8	34.2	31.6	34.2	19.3	31.3	49.3
Church/Religious	17.5	26.9	55.6	20.0	43.3	36.7	15.6	33.9	50.6	17.4	37.2	45.5	22.2	30.7	47.1
Health/Social Services	24.7	24.0	51.3	27.5	29.7	42.9	40.7	22.2	37.1	64.4	24.8	10.9	34.9	21.2	43.8
Civic/Fraternal (e.g., Kiwanis, Rotary)	8.4	18.0	73.7	12.4	24.7	62.9	24.0	20.6	55.4	20.3	26.0	53.7	21.5	23.5	55.0
Economic Development/ Business (e.g., Chamber of Commerce)	3.0	12.1	84.8	12.8	13.8	73.4	32.4	12.7	54.9	37.6	19.7	42.7	49.3	11.0	39.7
Political/Governmental	32.2	14.4	53.4	33.0	23.9	43.2	47.0	20.5	32.5	57.7	12.5	29.8	51.9	20.0	28.1
Social/Environmental	65.0	18.2	16.8	74.1	17.6	8.2	77.6	12.4	9.9	77.9	13.5	8.7	75.8	13.6	10.6
Veterans/Military	66.4	14.8	18.9	71.6	17.3	11.1	83.0	8.8	8.2	73.3	16.8	9.9	79.1	8.5	12.4

	Head Librarians			Directors of Learning Resources			Directors of Financial Aid			Directors of Continuing Education		
	NP	P/NI	P/I	NP	P/NI	P/I	NP	P/NI	P/I	NP	P/NI	P/I
Local Schools	34.4	18.0	47.5	40.9	15.9	43.2	17.6	14.1	68.2	10.0	15.0	75.0
Philanthropic/Cultural (e.g., United Way)	35.6	28.8	35.6	17.4	37.0	45.7	34.2	19.7	46.1	17.5	22.7	59.8
Church/Religious	23.8	38.1	38.1	29.8	29.8	40.4	22.1	26.7	51.2	16.5	34.0	49.5
Health/Social Services	65.6	13.1	21.3	47.6	16.7	35.7	41.6	18.2	40.3	19.4	12.9	67.7
Civic/Fraternal (e.g., Kiwanis, Rotary)	62.3	14.8	23.0	39.5	25.6	34.9	37.5	21.3	41.3	24.2	15.8	60.0
Economic Development/ Business (e.g., Chamber of Commerce)	81.4	5.1	13.6	73.2	7.3	19.5	68.9	9.5	21.6	14.3	10.2	75.5
Political/Governmental	71.2	15.3	13.6	53.5	14.0	32.6	56.6	14.5	28.9	38.2	16.9	44.9
Social/Environmental	68.9	23.0	8.2	80.0	17.5	2.5	70.5	12.8	16.7	60.0	22.2	17.8
Veterans/Military	96.1	2.0	2.0	92.3	--	7.7	59.7	9.0	31.3	71.3	11.3	17.5

NP = Not Participated; P/NI = Participated/Not Important; P/I = Participated/Important

other types of administrators. The mean number of community activities for presidents is 6.1 and for campus executives is 5.8. Directors of continuing education participate in 5.7 activities on the average. The mean number of community activities participated in by other groups is as follows: chief academic officers, 4.8; chief student affairs officers, 4.7; directors of financial aid, 4.4; chief business officers, 4.0; directors of learning resources, 3.9; and head librarians, 3.3.

A majority of presidents participated in and rated as important to their careers all of the other seven activities (deleting social/environmental activities and military/veterans activities). The two activities most likely to be rated as important to career advancement were economic development/business (84.8 percent) and civic/fraternal (73.7 percent).

Nearly three-quarters of the campus executives (73.4 percent) indicated that participation in economic development/business was important to their career advancement. While an overwhelming majority of campus executives have participated in the other six activities, there is less agreement on the importance of these activities for career advancement. Thus, 66.7 percent indicated that local schools; 62.9 percent, civic/fraternal; 62.4 percent, philanthropic/cultural; 42.9 percent, health/social services; and 36.7 percent, church/religious were important. While 43.3 percent participated in church/religious, they reported that such activities were not important to career advancement.

Chief academic officers exhibit still a different pattern of participation. Approximately three-quarters of the two-year college academic officers participated in local schools, philanthropic/cultural, church/religious, civic/fraternal, and economic development/business. However, relative to presidents and campus executives, fewer have found these activities to be important to their careers. The one exception is church/religious activities, which 50.6 percent of the chief academic officers rated as important to their careers. Slightly over one-half of the chief academic officers have found participation in local schools (55.9 percent), church/religious (50.6 percent), civic/fraternal (55.4 percent), and economic development/business (54.9 percent) important to their careers. Chief academic officers are less likely than presidents or campus executives to rate philanthropic/cultural activities as being important to their careers (40.8 percent), even though 78.7 percent participated in activities of this type. They are also less likely to have rated participation in health and social sciences (37.1 percent) and political/government (32.5 percent) as important.

The only activity rated by a majority of chief business officers as being important is civic/fraternal (53.7 percent). A substantial proportion of chief business officers rated participation in local schools (42.1 percent), church/religious (45.5 percent), economic development/business (42.7 percent), and philanthropic/cultural (34.2 percent) to be important in career advancement. Only 10.9 percent rated health/social services important, although a total of 35.7 percent had participated in activities of this nature; and 29.8 percent indicated that political/governmental activities were important to their careers.

Approximately three-quarters of all chief student affairs officers participated in local school, philanthropic/cultural, church/religious, and civic/fraternal activities. However, approximately one-half of all chief student affairs officers rated these activities to be important to their careers: local schools (59.5 percent); civic/fraternal (55.0 percent), philanthropic/cultural (49.3 percent); and church/religious (47.1 percent). Participation in health and social services activities was important to 43.8 percent and economic development/business to 39.7 percent. Chief student affairs officers were least likely to rate participation in political/governmental activities as important (28.1 percent).

Relative to administrators in the positions discussed to this point, head librarians are less likely to participate in community activities but they are also less likely to find that they are important to career advancement. For librarians, local school activities were rated by the highest percentage (47.5 percent) as important to careers. A majority had participated in philanthropic/cultural (64.4 percent) and church/religious (76.2 percent). However, only 35.6 percent found philanthropic/cultural and 38.1 percent found church/religious important to their careers. A majority of librarians have not participated in health and social services (65.6 percent), civic/fraternal (62.3 percent), economic development/business (81.4 percent), and political/governmental (71.2 percent).

Directors of learning resources follow a somewhat different pattern of participation in community activities. A majority have participated in all but economic development/business (73.2 percent) and political/governmental (53.5 percent). However, the importance of these activities in their career advancement is not clear. For instance, 45.7 percent rate philanthropic/cultural important and 37.0 percent indicate that they are not important. Local schools (43.2 percent), church/religious (40.4 percent), health/social services (35.7 percent), and civic/fraternal (34.9 percent) are important to career advancement of directors of learning resources.

Likewise, the majority of the directors of financial aid have participated in all but economic development/business (68.9 percent have not participated) and political/governmental (56.6 percent have not participated). Of the activities in which a majority have participated, local school activities are the ones which the majority of directors of financial aid (68.2 percent) feel are important to their careers. Church/religious activities were also important to a bare majority (51.2 percent). Participation in the following activities was also important to the careers of directors of financial aid: philanthropic/cultural (46.1 percent); civic/fraternal (41.3 percent); and health and social services (40.3 percent).

The majority of all directors of continuing education have participated in all of the community activities listed (with the exception of the two eliminated at the beginning of the discussion). A majority reported participation in economic development/business (75.5 percent); local schools (75.0 percent); health/social services (67.7 percent); civic/fraternal (60.0 percent); and philanthropic/cultural (59.8 per-

cent). Just barely less than one-half (49.5 percent) indicated that church/religious activities were important to careers. Political/governmental activities were important to 44.9 percent.

Summary of community activities. Two observations can be made in summary. First, the level of participation in and importance of community activities are much more discriminating among positions than either external or internal professional activities. That is, the top three groups of administrators tend to participate in some kinds of activities that are not chosen by other administrators. Secondly, the importance of community activities to administrators' careers is less clear. For many of the activities, relatively substantial proportions of administrators indicated that participation in the activity was not important to their careers. This is particularly true for church/religious activities. However, taking the behavior of presidents as a cue, civic/fraternal activities and economic development/business activities appear most common. Of course, one cannot say to what extent participation in any of these activities--on the part of presidents, in particular--is an aspect of the position itself and what is enhancing for the individual's career per se.

Mentor Relationships

It is commonly thought in business circles that mentors or sponsors are "almost a necessary condition for mobility" (Martin & Strauss, 1968, p. 208). While, in this sense, a mentor is a formal factor influencing mobility, this is not yet the case in higher education. That is, the role of the mentor in career advancement has not gained the status of a necessary condition to career advancement in colleges and universities. Mentoring is perhaps one of the most influential of the informal factors which are thought to impact decisions about individual career advancement.

An examination of the extent of mentoring that occurs in higher education institutions and the impact it has on an individual's career mobility only recently has been undertaken in a comprehensive manner (Moore, 1982; Moore & Salimbene, 1981). Mentorship may prove to be equally important for career mobility within colleges and universities, although it may function in a different way than in business.

In order to assess and describe the extent and nature of mentor relationships within the two-year college, participants in the Today's Academic Leaders survey were asked whether they had a mentor(s) in their career. A mentor or mentoring relationship is defined as "a long-term, professionally-centered relationship between two individuals in which the more experienced individual, the mentor, guides, advises, and assists in any number of ways the career of the less experienced protege." Respondents were asked to list up to three mentors. Further, we asked respondents to list the mentor's position and their own position when they met, sex and race of mentor, length of the mentor relationship, the type of influence the mentor had, whether a mentor assisted the respondent in obtaining the current position, and, finally, whether the respondent is currently a mentor for someone else.

The following discussion will deal only with the first mentor listed by each respondent. This does not necessarily mean that the first mentor was chronologically the first mentor with whom the individual worked.

A majority of the presidents (61.5 percent), campus executives (61.9 percent), chief academic officers (55.6 percent), chief student affairs officers (54.3 percent), and directors of continuing education (55.6 percent) report having at least one mentor. Chief business officers (38.2 percent), directors of learning resources (33.7 percent), and head librarians (31.9 percent) are less likely than the other groups to report at least one mentor relationship. Overall, 50.4 percent of the administrators studied report at least one mentor relationship. Smaller percentages report two (25.3 percent) and three (8.3 percent) such relationships.

Mentor positions. The most frequently held positions by first mentors when they met their proteges are college/university professor, college/university administrator, elementary/secondary school administrator, and librarian (see Table 12). Presidents' first mentors were more likely college/university administrators (66.3 percent) than other types of professionals. Only 5.9 percent of their mentors were elementary/secondary school administrators.

The majority of campus executives reporting first mentors also list the position of the first mentor as that of college/university administrator (68.1 percent). Nearly one-quarter (23.2 percent) were college/university professors.

Over three-quarters (78.0 percent) of the chief academic officers' mentors were college/university administrators. Substantially fewer of those reporting mentors reported that the first mentor was a college/university professor (11.3 percent). Likewise, 78.7 percent of the first mentors of chief business officers were college/university administrators, as were 78.3 percent of the first mentors of chief student affairs officers. College/university professors were mentors to 13.3 percent of the chief student affairs officers, and elementary/secondary school administrators were so reported by 5 percent.

Nearly three-fourths (73 percent) of the head librarians indicated that mentors were college/university administrators and 18.9 indicated that mentors were college/university professors. Even a larger proportion of the directors of learning resources report that their mentors were college/university administrators (80.6 percent). Only 6.5 percent of the mentors were college/university faculty and 6.5 percent were librarians. An overwhelming majority (88.3 percent) of the directors' of financial aid mentors were college/university administrators. Directors of continuing education were also most likely to report that the mentor was an administrator (80.2 percent) or faculty (10.5 percent).

Protege positions. The same positions, with one exception, are the most frequently reported protege positions (see Table 12). Over one-third of the administrators in each group were college/university administrators when they met their mentors, while over one-half (54.8

TABLE 12

MOST COMMON POSITION OF MENTOR BY PROTEGE'S CURRENT POSITION

	Mentor Position	Protege Position
	-- percentages --	
PRESIDENTS (N=119)		
College/University Professor	18.5	15.4
College/University Administrator	66.3	44.5
Public School Administrator	5.9	6.0
Student	--	21.1
CAMPUS EXECUTIVES (N=69)		
College/University Professor	23.2	20.3
College/University Administrator	68.1	47.6
Student	--	24.6
CHIEF ACADEMIC OFFICERS (N=150)		
College/University Professor	11.3	28.0
College/University Administrator	78.0	42.7
Public School Administrator	5.3	0.7
Student	--	14.7
CHIEF BUSINESS OFFICERS (N=80)		
College/University Professor	5.0	12.7
College/University Administrator	78.7	45.6
Public School Administrator	7.5	3.8
Business Professional	3.7	7.6
Student	--	10.1
CHIEF STUDENT AFFAIRS OFFICERS (N=120)		
College/University Professor	13.3	7.5
College/University Administrator	78.3	43.3
Public School Administrator	5.0	4.2
Student	--	20.8
Counselor	--	13.3
HEAD LIBRARIANS (N=37)		
College/University Professor	18.9	5.4
College/University Administrator	73.0	45.9
Librarian	5.4	24.3
Student	--	18.9
DIRECTORS, LEARNING RESOURCES (N=31)		
College/University Professor	6.5	9.7
College/University Administrator	80.6	54.8
Librarian	6.5	19.4
Student	--	12.9
DIRECTORS, FINANCIAL AID (N=77)		
College/University Professor	5.2	2.6
College/University Administrator	88.3	50.7
Student	--	18.2
Secretary	--	7.8
Counselor	--	9.1
DIRECTORS, CONTINUING EDUCATION (N=76)		
College/University Professor	10.5	19.7
College/University Administrator	80.2	39.5
Public School Administrator	3.9	1.5
Student	--	19.7

percent) of the directors of learning resources were administrators when they met their mentors. A substantial percentage of each group were students: presidents (21.4 percent); campus executives (24.6 percent); chief academic officers (14.7 percent); chief business officers (10.1 percent); chief student affairs officers (20.8 percent); head librarians (18.9 percent); directors of learning resources (19.4 percent); directors of financial aid (18.2 percent); and directors of continuing education (19.7 percent).

A fair proportion of presidents (15.4 percent), campus executives (20.3 percent), chief academic officers (15.5 percent), chief business officers (12.7 percent), directors of learning resources (9.7 percent), and directors of continuing education (19.7 percent) were faculty when they became a protege of the first mentor. Some chief student affairs officers (13.3 percent) and directors of financial aid (9.1 percent) reported their positions as counselors. Head librarians (24.3 percent) and directors of learning resources (19.4 percent) were librarians when they met their mentors. Perhaps surprisingly, 7.8 percent of the directors of financial aid were secretaries when they became a protege. This reflects the fact that a number of directors of financial aid have worked their way to their current position from secretarial positions.

Gender and race of mentor. First mentors were overwhelmingly male for each group of administrators. Those more likely to have female mentors were chief student affairs officers (11.7 percent), head librarians (35.1 percent), directors of learning resources (29.0 percent), directors of financial aid (17.7 percent), and directors of continuing education (11.8 percent).

Over 90 percent of all first mentors were White. Numbers rather than percentages emphatically state the lack of minority mentors. Only one president had a Black mentor and three reported Hispanic mentors. Two campus executives' mentors were Black, while one reported a mentor who was Hispanic, and one reported an Oriental mentor. Two chief academic officers reported Black mentors and one reported an Hispanic mentor. Seven chief student affairs officers had Black mentors, while two had Hispanic mentors. Three head librarians and two directors of learning resources had Black mentors. Five Blacks, one Native American/Indian, and one Oriental were reported as mentors for directors of financial aid. Four directors of continuing education reported Black mentors.

Length of mentor-protege relationship. There is little difference in the length of mentor-protege relationship among administrator types. The shortest average relationship was 7.3 years for directors of learning resources, and the longest average length of relationship was 10.4 years for presidents. The mean length of first mentor-protege relationship for other administrative groups is: campus executives, 9.8 years; chief academic officers, 8.5 years; head librarians, 9.3 years; chief business officers, 8.4 years; chief student affairs officers, 9.1 years; directors of financial aid, 7.7 years; and directors of continuing education, 8.5 years.

Mentor's influence. Administrators reporting mentor relationships were asked to explain the mentor's influence on their career. Responses

were grouped into eight common responses. No one reporting a mentor indicated that they had had a negative influence. The most common types of influence for all groups of administrators were combinations of types of influence; general advice and counsel, encouragement, and sounding board; and career advancement (recommendations, introductions, appointments to committees, increase in responsibilities).

Did mentor assist protege in obtaining current position? We were curious to know whether a mentor had directly assisted the administrator in obtaining the current position. The majority of administrators in each group indicated that they had not. Only 28 percent of the directors of learning resources said that they had been helped by their mentor, whereas a high of 49 percent of the directors of continuing education indicated that they received assistance from the mentor.

Are proteges mentors for others? Is mentorship self-perpetuating? That is, do administrators who report having mentors serve as mentors for others? Here, there is a sharp contrast among positions. Presidents (70.8 percent), campus executives (73.2 percent), chief academic officers (63.2 percent), chief student affairs officers (64.3 percent), and directors of continuing education (54.8 percent) are more likely to report that they are mentors for someone else. But, head librarians (31.2 percent), chief business officers (40.4 percent), directors of financial aid (42.3 percent), and directors of learning resources (30.2 percent) do not report being mentors. This appears to reflect the general proportion of administrators in each group who have had a mentor.

Summary of mentor relationships The data from this survey corroborates earlier research indicating that a mentor relationship is an important means by which administrators learn their jobs. Over one-half of the administrators indicate they have had at least one mentor, who was most often a White male. The relationship usually transpired between two administrators; that is, both protege and mentor were administrators during the relationship. As indicated in the proffered definition, the relationship is usually relatively long-term, 5 or more years, and of a fairly complex nature.

One additional factor is worth noting: Apparently, mentoring is contagious. That is, there appears to be a greater probability for someone to serve as a mentor if they have had one themselves.

It also appears to be the case that more top-level officers report having a mentor than lower-level ones, which might lead to the conclusion that mentors are the key to the acquisition of top posts. However, a note of caution should be added here. There are several interrelated variables in the characteristics of top administrators which may confound the mentor factor; one of the most important may be age. Senior administrators tend to be older, and therefore have had more of an opportunity earlier in their careers to have mentors, while lower-level administrators who are young and just starting their careers may not have yet encountered that senior colleague who can play such a role for them.

Other Career Issues

The first to hold any position. The two-year colleges are a twentieth-century phenomenon and, more than that, they experienced their greatest growth only in the last 20 years or so. This expansion in the number of colleges has to be mirrored in an increase in the numbers of administrators and administrative functions, just as it is in the numbers and types of faculty and students. One question in the Today's Academic Leaders survey sought to probe this expansion by asking respondents to indicate which of the jobs in their professional resume were newly created ones in which they were the first incumbent.

We expected to find evidence of considerable expansion in the answers to this question, and we did. The majority of presidents (59.7 percent), campus executives (60.9 percent), chief academic officers (60.7 percent), chief business officers (55.6 percent), chief student affairs officers (58.8 percent), directors of continuing education (65.2 percent), and directors of learning resources (59.3 percent) report being the first to hold at least one of their positions; and many reported being the first to hold several different positions. This is a dramatic increase from the 48.6 percent reported for four-year college administrators (Moore, 1982). It undoubtedly reflects a growth in the number of new colleges, as well as the creation of new departments (e.g., continuing education) in both new and existing institutions during the recent past.

Founding administrators. As defined earlier, substantial proportions of presidents (46.1 percent), campus executives (46.6 percent), chief academic officers (30.3 percent), chief business officers (20.7 percent), and chief student affairs officers (29.9 percent) were "founding" administrators for at least one of their positions. Head librarians (10.3 percent), directors of financial aid (20.0 percent), directors of continuing education (34.1 percent), and directors of learning resources (15.2 percent) were less likely to have been "founding" administrators.

Would they do it again? Administrators were asked whether they would again choose to be an administrator if they could start over. An overwhelming majority of each group responded "yes." Chief academic officers (20.1 percent), head librarians (22.4 percent), and directors of financial aid (20.4 percent) were more likely than other groups to respond "maybe" to this question. Directors of learning resources (17.4 percent) were most likely to say "no."

The most frequently chosen explanations for the answer to whether administrators would choose the same career again were: "I enjoy my job/I'm good at it/it's challenging," chosen by one-fifth to one-third of each group of administrators; and "I would prefer more variety in my work," by about 15 percent of each group.

II. CAREER MOBILITY ISSUES

Thus far, we have discussed the personal, educational, and professional backgrounds of two-year college administrators as they are related to careers. Other career-related issues were also reported. However, in this section the focus shifts to a discussion of how and why career mobility occurs. That is, what are some of the factors that motivate two-year college administrators to change positions, and how do college administrators go about finding out about and becoming a candidate for a position? Clearly, a variety of issues are important. Among them are the characteristics of the individual and the characteristics of the position and employer. Granovetter (1981) has pointed out that an often overlooked but critical variable in career mobility processes is the matching process which brings an employer, a position, and the individual together.

Information is crucial in the matching process. Supply side economists argue that employees or job searchers engage in a rational job search process in which they gather complete information before making decisions. Granovetter (1981) has found, however, that employees prefer information from personal contacts, which is thought to be more reliable. From the demand side, employers engage in signaling in order to minimize the risk of hiring employees whose real productivity is unknown. Education and recommendations are frequent signaling and screening techniques. In higher education, the type of institution of employment may be an important signaling and screening device (e.g., Caplow & McGee, 1958; Brown, 1967). The bottom line is that the matching and job search process is critical to the career mobility process.

From the individual's point of view, there are several factors involved in career or job change decisions. Spilerman (1977) labels these "push" factors, "retention" factors, and "pull" factors. "Push" factors are those considerations that make continuing in a line of work (or position) unattractive (e.g., task alienation). "Retention" factors are attachments to the career line which cause an employee to stay despite dissatisfaction (e.g., seniority, pensions, age, etc.), and "pull" factors are countervailing options open to an individual in other careers.

Veiga (1983) also discusses barriers to moving to another company or geographic location in terms of those factors which are linked with the career path chosen and those associated with the motives for wanting to move. Barriers are such factors as age, fringe benefits, community ties, spouse's career, and career anchor (the value placed on job security and stability). In careers where career paths are clearly specified, it is easier to choose to follow a good path. This, however, is not the case in higher education, where career paths have not been clearly identified. The main motives for moving, in Veiga's framework, are the fear of stagnation and career impatience.

In order to better understand the matching and job search process from both the individual and organization perspective, respondents were asked several questions concerning the search and information-gathering process leading to the current position. If the respondents indicated that they are seeking a job change, they were asked a series of questions about the type of options they are considering and also about how they are going about searching for a new position. We were also interested in learning about the "push" factors that may exist in higher education which may influence administrators to move and the "pull" factors which may operate to influence administrators to stay where they are.

JOB SEARCH ACTIVITIES LEADING TO THE CURRENT POSITION

Search Strategies

We asked, first, about job search activities leading to the current position, including whether administrators thought that they had participated in what they perceived to be a highly unfair, irregular, or fraudulent search. Respondents also were asked to choose the one method they used to become a candidate for the current position from the following list of common methods:

- applied directly
- recommended by mentor
- nominated by person(s) other than mentor
- invited by search committee
- assumed acting appointment
- created position and got it funded

While secondary methods vary for each position, direct application is the procedure which the largest percentage of each group of administrators used to become a candidate for the current position. The results are reported by position.

Presidents. Direct application was the strategy of 48 percent of the presidents. One-fifth (20.3 percent) were nominated by person(s) other than mentor. Presidents were less likely to have become a candidate through invitation from a search committee (14.7 percent) and by assuming an acting position (11.3 percent).

Campus Executives. Over one-half of the campus executives applied for their current job directly (54.4 percent). The second most frequently used method of becoming a candidate for this group was nomination by person(s) other than mentor (12.6 percent). Another 10.7 percent of the campus executives report having become a candidate through appointment by a senior administrator.

Chief Academic Officers. The two most frequent avenues used by chief academic officers for becoming a candidate for their current position were direct application (46.9 percent) and appointment by a senior administrator (22.3 percent).

Chief Business Officers. Chief business officers duplicate very closely the pattern exhibited by chief academic officers. Nearly one-half (47.6 percent) applied directly and 22.5 percent became candidates through appointment by senior administrators.

Chief Student Affairs Officers. Nearly one-half of the chief student affairs officers applied directly for their current position (47.3 percent). Another 21.3 percent gained access to the position through appointment by a senior administrator, while 10.6 percent of the chief student affairs officers report that their mentors recommended them for the current position.

Head Librarians. Head librarians overwhelmingly report having become a candidate for the current position by applying directly (60.0 percent). They are much less likely to have become a candidate through senior administrative appointment (15.7 percent) and even less likely to have used other methods listed.

Directors of Learning Resources. Over one-half (54.4 percent) of the directors of learning resources applied directly for the current position. Smaller percentages were appointed by a senior administrator (15.6 percent) or nominated by person(s) other than mentor (10.0 percent).

Directors of Financial Aid. Directors of financial aid used a variety of methods for becoming a candidate for their current position. Almost one-half (45.5 percent) applied directly; 17.5 percent became a candidate through appointment by a senior administrator; 11.7 percent reported that their mentor recommended them; and 11.0 percent were nominated by person(s) other than mentor.

Directors of Continuing Education. Directors of continuing education are less likely than the other administrative groups studied to have applied directly for the current position (39.2 percent). However, they are more likely than other groups (26.4 percent) to have become a candidate through appointment by a senior administrator.

Did Administrators Actively Search?

When asked if they searched for a job before accepting the present position and, if so, how actively, the majority of each group indicated that they did not search. Head librarians were the most likely to have

searched (49.1 percent), directors of continuing education the least likely (65.9 percent did not search). From one-quarter to one-third of each group searched somewhat actively. Only 10 to 15 percent indicated searching actively.

Sources of Information

Where did two-year college administrators find out about their current positions? Respondents were presented with the following list of common sources of job announcements:

- institution's job announcement
- ad in newspaper, magazine, or journal (i.e., Chronicle of Higher Education)
- employment agency, personnel consultant, "head hunter"
- mentor
- personal contacts

This is an important question because the source of information about position vacancies may well influence and, in fact, restrict who has information about and applies for any one position. As can be seen in Table 13, each group of administrators is more likely to have found out about the current position through personal contacts. Presidents are the most likely to have used personal contacts as a source (47.3 percent). Also, nearly one-half of the head librarians (46.8 percent) report personal contacts to have been the best source for finding out about the current position. Perhaps surprisingly, only one-quarter (25.9 percent) of the campus executives report personal contacts to be tne best source. Directors of learning resources are also less likely than other administrators to have used personal contacts as the best source (32.9 percent). Overall, the other groups of administrators fell between these two extremes: 39.5 percent, personal contacts; 20.7 percent, institution job announcement; 14.6 percent, ad in newspaper; 14.1 percent, other; 10.3 percent, mentor.

As can be seen in Table 13, the institution's job announcement and ads in newspapers, magazines, or journals (e.g., Chronicle of Higher Education) were also reported by administrators as being frequently used sources of information about positions. There are two exceptions to this. Directors of financial aid (6.7 percent) and directors of continuing education (9.5 percent) are considerably less likely than other administrators to report that ads in newspapers, magazines, or journals are the best source.

A variety of other sources of information were also reported by each administrative group. The mentor as a source received mixed reviews. Chief business officers (13.6 percent) and directors of continuing education (13.5 percent) were the most likely to report their mentor as the best source for learning about the current position. On the other hand, presidents (5.5 percent) and head librarians (1.8 percent) were least likely to identify the mentor as the best source of information about the current position. The employment agency is virtually unused as a source of information about positions.

TABLE 13

SOURCES FOR FINDING OUT ABOUT CURRENT POSITION
BY ADMINISTRATIVE POSITION

Sources	Position								
	Presidents (N=182)	Campus Executives (N=108)	Chief Academic Officers (N=198)	Chief Business Officers (N=198)	Chief Student Affairs Officers (N=210)	Head Librarians (N=111)	Directors, Learning Resources (N=85)	Directors, Financial Aid (N=150)	Directors, Continuing Education (N=126)
	-- percentages --								
Institution's Job Announcement	14.3	25.9	23.3	18.7	21.0	16.2	22.4	22.7	23.0
Ad in Newspaper, Magazine, Journal (e.g., Chronicle)	19.2	23.1	15.2	13.6	11.4	18.0	20.0	6.7	9.5
Employment Agency, Personnel Consultant, "Head Hunter"	--	--	--	1.5	.5	2.7	--	3.3	--
Mentor	5.5	10.2	12.1	13.6	11.9	1.8	7.1	12.0	13.5
Personal Contacts	47.3	25.9	36.6	35.9	42.9	46.8	32.9	43.3	38.9
Other	13.7	14.8	12.8	16.7	12.4	14.4	17.6	12.0	15.1
TOTAL	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0

Fraudulent Search

Because we had heard frequent concerns from administrators about searches being "rigged", that is, the person hired was perceived to have had some form of advantage over others being considered for a position, we were prompted to ask two-year administrators whether they had participated in an unfair, highly irregular, or fraudulent search within the past five years. Generally, less than one-fifth of each administrative group had participated in what they perceived to be a fraudulent search. Chief business officers were least likely to report being a victim of a fraudulent search (89.4 percent). Campus executives (25.9 percent) were most likely to report having participated in a fraudulent search. Slightly under one-quarter (23.2 percent) of the chief academic officers had participated in a fraudulent search. The highly sensitive nature of this question would perhaps suggest that the percentage of administrators indicating participation in a fraudulent search is actually an underestimate of the extent to which this phenomenon occurs.

Campus executives (25.9 percent) are most likely to report being the victim of a fraudulent search. Of these, 55.2 percent had participated in only one such search and 44.8 percent in more than one. Chief academic officers are the next most likely group to report participation in a fraudulent search (22.5 percent). Virtually one-half reported participation in one such search and one-half in more than one. Although the remaining seven groups of administrators are considerably less likely to have perceived participating in a highly unfair or irregular search, those in each group who did report such a response are split virtually half and half on the issue of participating in one fraudulent search or in more than one.

The open-ended responses to our request for an explanation of the circumstances were coded under the following headings: candidate already chosen; internal candidate already decided; external control of selection decision (i.e., by Board of Trustees); irregularities in the interview process; search only "open" to minority candidates; less qualified minority candidates chosen; other forms of discrimination (e.g., age); or a combination of one or more of the above.

The responses by position are reported in Table 14. All groups except chief academic officers report the circumstances of the irregular search to be that the candidate was already chosen. The chief academic officers are more likely to perceive a combination of circumstances (23.2 percent) or that an internal candidate had been chosen (17.9 percent), followed by candidate already chosen (14.3 percent). Campus executives are also most likely to report a combination of circumstances (22.2 percent).

Presidents (13.9 percent), campus executives (11.1 percent), and chief business officers (14.3 percent) who report participation in an irregular or fraudulent search are more likely than the other administrative groups to report interference by external groups such as boards of trustees. Campus executives (14.8 percent), chief student affairs officers (11.1 percent), and directors of financial aid (17.4 percent) are more likely than others to report other forms of discrimination such as age.

TABLE 14

CIRCUMSTANCE OF FRAUDULENT SEARCH
BY POSITION

Circumstance	Position								
	Presidents (N=36)	Campus Executives (N=29)	Chief Academic Officers (N=61)	Chief Business Officers (N=19)	Chief Student Affairs Officers (N=33)	Head Librarians (N=16)	Directors, Learning Resources (N=15)	Directors, Financial Aid (N=23)	Directors, Continuing Education (N=20)
	-- percentages --								
Candidate Chosen	33.3	18.5	14.3	33.3	25.0	25.0	33.3	17.4	30.0
Internal Candidate Decided	13.9	14.8	17.9	9.5	25.0	18.8	13.3	13.0	10.0
External Control of Selection Decision (e.g., Board of Trustees)	13.9	11.1	3.6	14.3	--	--	6.7	8.7	5.0
Irregularities in Interview Process	--	--	1.8	4.8	--	12.5	--	8.7	15.0
Other Irregularities in Search Process	2.8	--	8.9	9.5	11.1	--	6.7	8.7	--
Search Only "Open" to Minority Candidates	8.3	7.4	1.8	4.8	2.8	12.5	13.3	4.3	--
Other Forms of Discrimination (e.g., Age)	5.6	14.8	7.1	4.8	11.1	6.3	6.7	17.4	15.0
Combination of One or More	8.3	22.2	23.2	9.5	13.9	12.5	6.7	13.0	15.0
Other	13.9	11.1	21.4	9.5	11.1	12.5	13.3	8.7	10.0
TOTAL	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0

Summary

In summary, it can be said that direct application was the most frequently used method of becoming a candidate for the current position for all administrative groups. For groups other than presidents, appointment by senior administrators was second in frequency of use. Perhaps surprisingly, the recommendation by the mentor was a little used method of becoming a candidate for the current position despite the fact that over 50 percent of all the administrators report having had a mentor.

Personal contacts were the source of information reported by the greatest percentage of all groups of administrators; ads in newspapers, magazines, or journals was next. Again, relatively few mentors had a role in informing administrators of the current position.

Generally, less than one-fifth of each group perceived that they had participated in one or more unfair, highly irregular, or fraudulent searches. Whether or not these searches were really fraudulent, we have no way of knowing. However, to the extent that anything is real if it is perceived to be so, we must assume that they were somehow unfair or irregular searches. For approximately one-fifth of the entire sample to report having participated in such searches is disturbing, particularly in light of the fact that the sensitive nature of the issue probably leads to an underestimate of the percentage. The most frequently chosen explanation of the fraudulent search was that the candidate was already chosen.

REASONS FOR MOVING TO CURRENT POSITION

In order to assess the factors which in this instance "pulled" administrators to their current position, a list of 14 possible items was developed and administrators were asked how important each reason was in their decision to move to the current position. The possible reasons were:

- duties and responsibilities of the position
- increased personal status and prestige
- better institutional reputation
- retirement/benefit plan
- employment opportunities for spouse
- educational opportunities for family
- salary
- perquisites (e.g., house, car)
- competence/congeniality of colleagues
- geographic location
- potential for advancement
- ready for a change
- physical facilities of the institution
- mission/philosophy of the institution

The reasons reported to be highly or very highly important to a majority of each group of administrators are reported in Table 15. As

TABLE 15

HIGHLY IMPORTANT REASONS FOR MOVING TO THE CURRENT POSITION
BY ADMINISTRATOR TYPE

Reason	Position								
	Presidents (N=193)	Campus Executives (N=116)	Chief Academic Officers (N=271)	Chief Business Officers (N=207)	Chief Student Affairs Officers (N=221)	Head Librarians (N=117)	Directors, Learning Resources (N=92)	Directors, Financial Aid (N=160)	Directors, Continuing Education (N=135)
	-- percentages --								
Duties/Responsibilities of Position	90.6	89.6	86.2	84.7	86.7	81.6	78.9	82.7	85.8
Increased Status/Prestige	48.2	52.2	49.2	45.3	45.3	49.5	49.5	44.1	51.5
Salary	30.2	31.3	36.4	49.7	51.6	53.9	46.0	37.9	32.0
Geographic Location	51.1	44.0	51.3	54.7	59.0	66.1	54.5	48.1	51.2
Potential for Advancement	41.7	49.1	51.2	36.8	52.8	30.4	38.6	38.8	52.3
Ready for Change	65.5	74.8	70.4	61.9	68.4	64.6	64.1	60.5	65.2
Mission/Philosophy of Institution	61.8	60.5	56.9	46.7	62.6	40.9	42.5	38.3	52.0

NOTE: Percentages do not sum to 100 percent because respondents were asked to respond to each item separately.

can be seen in the table, two reasons--"duties and responsibilities of the position" and "ready for a change"--were highly important to a majority of each group of administrators. Increased status and prestige, while highly important to a substantial proportion of each group, was highly important to a majority of campus executives and directors of continuing education. However, respondents from different administrative positions were not nearly so likely to agree on the importance of salary. Only 30.2 percent of the presidents rated salary as a highly important reason for moving to the current position, while over one-half of the chief student affairs officers (51.6 percent) and head librarians (53.9 percent) and nearly one-half of the chief business officers (49.7 percent) rated this factor as being highly important.

Geographic location was apparently an important drawing card for two-year college administrators. With the exception of campus executives (44.0 percent) and directors of financial aid (48.1 percent), a majority of administrators in each of the other positions indicated that geographic location was highly important to them.

Responses to the "potential for advancement" factor are interesting. If, as Veiga (1983) argues, the fear of stagnation and career impatience are main motives for changing jobs, then one should anticipate that potential for advancement would be an important factor in college administrator career mobility. A majority of three groups --chief academic officers (51.2 percent), chief student affairs officers (52.8 percent), and directors of continuing education (52.3 percent)--indicated that the potential for advancement was highly important in drawing them to the current position. Campus executives were slightly less likely (49.1 percent) to rate this factor as being highly important to them and presidents less likely still (41.7 percent).

However, only 38.8 percent of the directors of financial aid, 38.6 percent of the directors of learning resources, 36.8 percent of chief business officers, and 30.4 percent of head librarians rate the potential for advancement as being of high importance to them. These groups are less likely than other groups to feel that this item is important. This generates several questions which are not easily answered. Is potential for advancement not a major concern for these administrators because they have come from a similar position and are not really advancing? The analysis of the first previous position suggests that at least some of this may be going on. Perhaps the latter groups feel that by assuming the current position they have advanced to the highest level they choose, whereas chief academic officers and chief student affairs officers may have perceived the current position as offering even further potential for advancement. Yet another explanation may be that intentionally seeking to advance in higher education is a motive which must remain hidden.

Chief student affairs officers (62.6 percent), presidents (61.8 percent), campus executives (60.5 percent), chief academic officers (56.9 percent), and directors of continuing education (52.0 percent) were more likely than the other groups to rate "mission/philosophy of the institution" as being of high importance in drawing them to the current position.

The factors perceived to be of relative unimportance in administrator decisions to move to current positions are reported in Table 16. A majority of responses in each administrative position rated employment opportunities for spouse, educational opportunities for family, and perquisites as being of no or low importance when they moved to the current position. The relative unimportance of employment opportunities for the spouse undoubtedly correlates highly with the percentage of each group whose spouses are homemakers (see Table 1). Retirement/benefit plan and physical facilities of the institution were relatively unimportant "pull" factors.

REASONS FOR STAYING IN CURRENT POSITION

A list of factors commonly thought to motivate administrators to stay in their current positions was developed and presented to the respondents. They were asked to rate the importance of each of the following items in their decision to stay in the current position:

- duties and responsibilities of the position
- personal status and prestige
- strong institutional reputation
- retirement/benefit plan
- employment opportunities for spouse
- educational needs of the family
- salary
- perquisites
- competence/congeniality of colleagues
- geographic location
- potential for advancement
- mission/philosophy of the institution
- lack of appropriate opportunity elsewhere
- physical facilities
- financial costs of relocation

Factors rated highly important by a majority of at least one group of administrators are reported in Table 17. "Duties and responsibilities of the position" is a highly important reason for remaining in the current position for an overwhelming majority of the administrators in each of the nine positions analyzed.

Salary is a highly important issue in retention for a majority of the respondents in each group except campus executives. Less than one-half of the campus executives (49.6 percent) indicate that salary is highly important. Competence/congeniality of colleagues is also a factor which is apparently highly important to a majority of administrators in all positions except directors of learning resources. Even so, nearly one-half of the directors rate it as an important factor in keeping their current positions. Likewise, geographic location is highly important to a majority of administrators in all but the learning resources position. And, again, slightly under one-half (47.9 percent) rate geographic location as being highly important in their decision to stay where they are.

TABLE 16

REASONS RATED OF NO OR LOW IMPORTANCE FOR MOVING TO CURRENT POSITION BY ADMINISTRATOR TYPE

Reason	Position								
	Presidents (N=193)	Campus Executives (N=116)	Chief Academic Officers (N=271)	Chief Business Officers (N=207)	Chief Student Affairs Officers (N=221)	Head Librarians (N=117)	Directors, Learning Resources (N=92)	Directors, Financial Aid (N=160)	Directors, Continuing Education (N=135)
	-- percentages --								
Retirement/Benefit Plan	64.2	51.8	52.7	43.0	51.7	43.4	44.9	46.5	47.3
Employment Opportunities for Spouse	76.5	77.0	66.9	70.5	62.0	58.4	50.6	56.4	64.4
Educational Opportunities for Family	62.9	60.5	55.6	58.6	53.3	56.3	50.6	49.3	53.9
Perquisites	57.2	59.3	69.6	64.1	59.7	54.0	54.5	61.5	64.3
Physical Facilities of Institution	52.9	44.3	51.4	50.5	51.9	41.1	47.2	49.0	54.6

NOTE: Percentages do not sum to 100 percent because respondents were asked to respond to each item separately.

TABLE 17

REASONS RATED HIGHLY IMPORTANT FOR REMAINING IN CURRENT POSITIONS
BY ADMINISTRATOR TYPE

Reason	Position								
	Presidents (N=193)	Campus Executives (N=116)	Chief Academic Officers (N=271)	Chief Business Officers (N=207)	Chief Student Affairs Officers (N=221)	Head Librarians (N=117)	Directors, Learning Resources (N=92)	Directors, Financial Aid (N=160)	Directors, Continuing Education (N=135)
	-- percentages --								
Duties/Responsibilities	87.8	87.7	83.3	85.4	83.4	78.3	68.9	69.0	81.3
Personal Status/Prestige	62.6	66.0	54.9	58.8	61.1	59.6	56.2	45.9	57.1
Strong Institutional Reputation	68.6	65.2	55.2	49.0	54.0	38.2	43.2	44.5	58.4
Retirement/Benefit Plan	32.1	35.7	35.2	50.2	49.5	47.4	48.9	43.3	41.9
Salary	50.8	49.6	56.3	59.0	67.0	62.8	62.9	52.8	54.9
Competence/Congeniality of Colleagues	60.3	66.1	57.2	53.7	63.0	54.4	48.8	51.6	52.0
Geographic Location	58.6	60.0	59.0	60.9	62.1	67.5	47.9	54.5	57.3
Mission/Philosophy of Institution	78.9	66.7	67.1	55.9	70.7	43.3	48.2	46.8	64.6

NOTE: Percentages do not sum to 100 percent because respondents were asked to respond to each item separately.

A majority of the administrators in all groups but one find the personal status and prestige which they receive from the current position to be an important reason for staying where they are. Directors of financial aid are an exception to this. Only 45.9 percent of them rated personal status and prestige as being important.

Strong institutional reputation is important in retaining a majority of presidents (68.6 percent), campus executives (65.2 percent), directors of continuing education (58.4 percent), chief academic officers (55.2 percent), and chief student affairs officers (54 percent). Chief business officers (49 percent), directors of financial aid (44.5 percent), directors of learning resources (43.2 percent), and head librarians (38.2 percent) are less likely to place a high importance on strong institutional reputation as a factor influencing them to stay in the current position.

The retirement/benefit plan was highly important to slightly over one-half of the chief business officers (50.2 percent) and nearly one-half of the chief student affairs officers (49.5 percent). The other groups of administrators were less likely to find this issue to be highly important.

There is more discrepancy among administrator groups on the importance of mission/philosophy of the institution. Over three-quarters (78.9 percent) of the presidents, 70 percent of the chief student affairs officers, and approximately two-thirds of the campus executives (66.7 percent), chief academic officers (67.1 percent), and directors of continuing education (64.6 percent) rate mission/philosophy to be highly important in keeping them in the current position. Over one-half of the chief business officers (55.9 percent) indicated this factor is important. Slightly less than one-half of the administrators in the remaining three groups--directors of learning resources (48.2 percent), directors of financial aid (46.8 percent), and head librarians (43.3 percent)--thought mission/philosophy to be highly important to their decision to remain in the current position.

Factors rated as being of little or no importance in keeping administrators in the current position by a majority of at least one group of administrators are reported in Table 18. None of the seven factors listed was rated of no importance by a majority of all groups of administrators. Employment opportunities for spouse was relatively unimportant to a majority of all but directors of learning resources and directors of continuing education. Approximately one-half of each group rated educational needs of the family of no or low importance. However, it appears that "family educational needs" is a somewhat more important reason for staying in a position than it was for moving to the current position.

Perquisites are relatively unimportant to a majority of the administrators in each position, the one exception being presidents. Only 39.9 percent of the presidents rated perquisites as being of no or low importance as a reason for staying in the current position.

TABLE 18

REASONS RATED OF NO OR LOW IMPORTANCE FOR REMAINING IN CURRENT POSITIONS BY ADMINISTRATOR TYPE

Reason	Position								
	Presidents (N=193)	Campus Executives (N=116)	Chief Academic Officers (N=271)	Chief Business Officers (N=207)	Chief Student Affairs Officers (N=221)	Head Librarians (N=117)	Directors, Learning Resources (N=92)	Directors, Financial Aid (N=160)	Directors, Continuing Education (N=135)
	-- percentages --								
Employment Opportunities for Spouse	67.8	67.2	51.9	60.2	52.9	52.2	48.9	51.9	49.6
Educational Needs of Family	62.2	58.4	51.3	53.9	46.3	49.1	49.5	46.8	47.7
Perquisites	39.9	54.4	63.3	59.0	56.2	51.8	52.8	54.6	59.8
Potential for Advancement	55.6	44.3	42.3	53.8	39.1	58.8	56.1	46.5	36.2
Lack of Opportunity Elsewhere	61.4	59.8	48.9	56.1	49.1	39.9	35.3	42.3	44.6
Physical Facilities	32.8	42.1	43.4	44.9	44.3	33.7	32.9	45.6	47.7
Financial Costs of Relocation	59.8	56.2	43.0	44.0	44.4	46.9	45.2	43.5	45.3

NOTE: Percentages do not sum to 100 percent because respondents were asked to respond to each item separately.

The responses of administrators to the item regarding physical facilities are interesting. While physical facilities is not a reason for moving to the institution, it is apparently somewhat more important as a reason for staying. Only directors of learning resources and presidents tended to rate it as unimportant.

It is interesting to consider the remaining three factors together. The three items are potential for advancement, lack of appropriate opportunities elsewhere, and financial costs of moving. While most factors on the list clearly fit on either the important or unimportant side for each position, the interpretation of the responses to these items is less clear. First, the interpretation of an unimportant response is somewhat ambiguous. Does a response of no or low importance mean that the factor is unimportant to the person in a decision to stay put, or does an "unimportant" response suggest that the factor is one that would push an individual to consider moving? For the purposes of this discussion, we have to assume that the first is the appropriate interpretation.

Perception of potential for advancement could be one of the aspects of Veiga's notion of fear of stagnation and career impatience which he perceives to be the main motive for moving. How did two-year college administrators respond to this item, and how can the responses be interpreted? A majority of head librarians (58.8 percent), directors of learning resources (56.1 percent), presidents (55.6 percent), and chief business officers (53.8 percent) indicated that potential for advancement was of no or low importance in keeping them where they are. However, one-fifth of the chief business officers and over one-quarter of the directors of learning resources rate the potential for advancement as being of moderate importance. Does the large percentage of these groups in the moderate to low or no importance range suggest that the opportunity for advancement does not exist at their institution or that advancement is of little importance to them?

For presidents, we would expect that they are not concerned about advancing and, in fact, that there would not be such opportunities within their own institution. Administrators in the other groups were less likely to rate potential for advancement as being of no or low importance. Directors of continuing education (63.2 percent), chief student affairs officers (54.9 percent), chief academic officers (52.8 percent), directors of financial aid (52.2 percent), and campus executives (46.7 percent) perceive potential for advancement to be of moderate, high, or very high importance in remaining at the current institution. These groups of administrators perceive that such opportunity exists at the current institution and that such potential is important.

The other two factors--lack of appropriate opportunities elsewhere and financial costs of moving--address the common belief that administrators frequently do not move for these two reasons. If the belief is correct, one would expect that these items would be rated as highly important in motivating administrators to stay in the current position. However, less than one-fifth of the presidents rate either of these items as highly important. Another 16 percent of the presidents rate each of these items as moderately important. Campus executives

responded to these two items in a similar manner, with less than 20 percent indicating that lack of opportunity and financial costs are highly important reasons for staying where they are. Approximately 17 percent of the campus executives rate these items of moderate importance.

Slightly over 23 percent of the chief academic officers rate lack of opportunities as being highly important and another one-fifth rate it as moderately important. Over one-quarter indicated that financial costs of moving was a highly important reason for remaining at the current institution, while another 22 percent thought it moderately important.

Nearly 20 percent of the chief business officers rate lack of appropriate opportunities elsewhere as highly important, and 16.3 percent indicate that it is moderately important in decisions to stay in the current position. However, nearly two-thirds rate financial costs of moving as an important reason to remain at the current institution. Another 15 percent rate it as moderately important.

Slightly over one-quarter of the chief student affairs officers indicate that lack of opportunity is highly important in keeping them at the present institution, and 17.9 percent rate it as moderately important. Financial costs of moving is highly important to over one-third of chief student affairs officers and moderately important to 15 percent.

Approximately two-thirds of the head librarians find lack of appropriate opportunity to be a highly motivating factor to stay where they are; approximately 16 percent indicate that it is moderately important. Financial costs of relocating is highly important to approximately 30 percent and moderately important to approximately 12 percent.

However, directors of learning resources are somewhat more likely to find both lack of appropriate opportunity (39.8 percent) and financial costs of relocation (30.9 percent) highly important compared to other groups. Slightly over one-fifth rate lack of opportunity moderately important, and approximately 16 percent rate financial costs moderately important.

Over one-quarter of the directors of continuing education rate lack of opportunity highly important, and another 22.3 percent rate it of moderate importance. Financial costs of relocating is highly important to 27.4 percent of this group, and it is moderately important to another 21.9 percent.

And, finally, 26.9 percent of the directors of financial aid indicate that lack of opportunity is highly important and 21.8 percent that it is moderately important. Approximately one-quarter rate financial costs moderately important and one-quarter highly important.

In conclusion, then, we can say that both lack of appropriate opportunities elsewhere and financial costs of moving are factors which play a part in decisions to remain at the current institution for rela-

tively substantial percentages of two-year college administrators. However, they are not the dominatingly important factors that myth would suggest.

ARE ADMINISTRATORS CONSIDERING A JOB CHANGE?

As part of the focus on career mobility, administrators were asked if they were seriously considering or actively seeking a job change. A majority of the administrators in each group indicated that they were not seeking a job change. However, there are some interesting distinctions which should be described. Responses are summarized in Table 19.

Chief business officers were the least likely (71.2 percent) to be considering or actively seeking a job change. Only 12.2 percent of the chief business officers answered "yes" to this question, and another 16.6 percent indicated that "maybe" they were seeking a job change. Presidents (70.7 percent) are also less likely than other groups of administrators to be seriously considering or actively seeking a job change. Approximately 10 percent of the presidents indicated that they were definitely considering or seeking a job change, and 18.8 percent suggested that they might be seeking such a change.

Head librarians (66.4 percent) and directors of learning resources (65.2 percent) are slightly less likely than chief business officers and presidents and more likely than the other groups to indicate that they are not considering or actively seeking a job change. Approximately 15 percent of the administrators in each of these positions reported that they definitely were considering or seeking a job change, and roughly 20 percent of each group indicated that they were maybe considering or seeking such a change.

On the other hand, directors of continuing education (24.8 percent), campus executives (22.6 percent), and chief academic officers (21.9 percent) are relatively more likely than administrators in the other positions to be actively seeking a job change. Another 24.8 percent of the directors of continuing education indicated that they were possibly considering or seeking a job change. Nearly one-half of this group, then, are considering or seeking a job change and, of the administrators studied, are the most likely to be on the move. Slightly less than 20 percent of campus executives and chief academic officers indicate that they might be considering or seeking a job change.

Directors of financial aid are also somewhat more likely than all groups except directors of continuing education, campus executives, and chief academic officers to be definitely (19.4 percent) or possibly (23.1 percent) considering or seeking a job change.

Chief student affairs officers (63.3 percent) are also not likely to be thinking about or doing anything about changing jobs. Only 17.6 percent of the chief student affairs officers are definitely seeking a job change, and 19 percent are possibly considering or seeking a job change.

The numbers and percentages of respondents within each administrative group who are considering or actively seeking a job change are summarized in Table 19.

TABLE 19

ADMINISTRATORS CONSIDERING OR ACTIVELY SEEKING A JOB CHANGE

Position	Number	Percent
Presidents	56	29.3
Campus Executives	46	40.0
Chief Academic Officers	109	40.5
Chief Business Officers	59	28.8
Chief Student Affairs Officers	81	36.6
Head Librarians	39	33.3
Directors, Learning Resources	32	34.8
Directors, Financial Aid	68	42.5
Directors, Continuing Education	66	49.6

Type of Job Changes Being Considered

In order to gain some insight into the type of job changes that are being considered, administrators who responded "yes" or "maybe" to the question of whether they were considering or actively seeking a job change were asked to respond to a series of questions about the type of job options they were considering. Table 20 summarizes the respondents' answers by their administrative position. The options were divided into three major categories: position type, institution type, and sector type.

Position type. Presidents (64.3 percent) are most likely to be interested in a similar position. However, 12.5 percent express a preference for a new position at a higher level, and 8.9 percent indicate that they would prefer a new position in a new administrative area. Another 14.3 percent of the presidents would prefer "other" options, which for some means opting for retirement.

On the other hand, campus executives (50.0 percent) are more likely than other groups to prefer a new position at a higher level. This may reflect the fact that some of the campus executives are campus provosts and are seeking presidencies. Slightly over one-quarter of this group (26.2 percent) prefer a similar position, 19.0 percent prefer a new position in a new administrative area, and only 4.8 percent prefer "other" options.

TABLE 20

PREFERRED JOB OPTIONS OF ADMINISTRATORS CONSIDERING OR ACTIVELY SEEKING JOB CHANGE

Job Change Option	Position								
	Presidents (N=56)	Campus Executives (N=46)	Chief Academic Officers (N=109)	Chief Business Officers (N=59)	Chief Student Affairs Officers (N=81)	Head Librarians (N=39)	Directors, Learning Resources (N=32)	Directors, Financial Aid (N=68)	Directors, Continuing Education (N=66)
	-- percentages --								
POSITION TYPE									
Similar Position	64.3	26.2	16.4	47.7	30.0	35.0	29.0	17.6	11.3
New Position/Higher Level in Current Area	12.5	50.0	47.3	26.2	25.0	40.0	22.6	30.9	27.4
New Position/New Administrative Area	8.9	19.0	20.9	13.8	41.3	20.0	45.2	41.2	53.2
Other	14.3	4.8	15.5	12.3	3.8	5.0	3.2	10.3	8.1
INSTITUTION TYPE									
Current Institution	2.0	--	9.3	--	8.9	5.0	--	13.6	12.3
Another Two-Year College	62.7	71.8	63.6	42.4	53.2	22.5	34.4	25.8	38.6
Research/Doctoral University	--	5.1	3.7	--	3.8	--	6.3	--	3.5
Comprehensive College/Univ.	11.8	7.7	4.7	20.3	12.7	30.0	18.8	25.8	10.5
Liberal Arts College	5.9	5.1	9.3	10.2	3.8	20.0	6.3	7.6	1.8
Higher Education Agency	3.9	2.6	2.8	8.5	2.5	7.5	9.4	12.1	8.8
Outside Higher Education	13.7	7.7	6.5	18.6	15.2	15.0	25.0	15.2	24.6
SECTOR TYPE									
Public	63.0	77.3	67.3	54.0	62.5	42.5	50.0	52.9	51.6
Private	18.5	11.4	11.8	19.0	13.8	22.5	25.0	8.8	18.8
No Preference	18.5	11.4	20.0	20.6	21.3	35.0	25.0	32.4	28.1
Not Applicable	--	--	0.9	6.3	2.5	--	--	5.9	1.6

NOTE: Percentages do not sum to 100 percent because respondents were asked to respond to each item sepatately.

Chief academic officers are relatively likely (47.3 percent) to prefer a new position at a higher level in the current area, undoubtedly referring to a presidency. Slightly over one-fifth of this group prefers a new position in a new administrative area, and 16.4 percent prefer a similar position. "Other" options were preferred by 15.5 percent.

The chief business officers who indicate that they are definitely or maybe considering or seeking a job change are more likely to prefer a similar position (47.7 percent) than a new position at a higher level (26.2 percent), a new position in a new administrative area (13.8 percent), or "other" options (12.3 percent).

Chief student affairs officers who are seeking job change are relatively more likely to prefer a new position in a new administrative area (41.3 percent) than they are to prefer a similar position (30.0 percent), a new position at a higher level in the current area (25.0 percent), or "other" options (3.8 percent).

Head librarians are most likely to express a preference for a new position at a higher level in the current area (40.0 percent) than for a similar position (35.0 percent), a new position in a new administrative area (20.0 percent), or "other" (5.0 percent). However, directors of learning resources are more likely to prefer a new position in a new administrative area (45.2 percent) than a similar position (29.0 percent), a new position at a higher level (22.6 percent), or "other" (3.2 percent).

Directors of financial aid and directors of continuing education are somewhat similar in their preference patterns. Directors of financial aid are more likely to prefer a new position in a new administrative area (41.2 percent) than a new position at a higher level in the current area (30.9 percent), a similar position (17.6 percent), or "other" (10.3 percent). Directors of continuing education are also more likely to prefer a new position in a new administrative area (53.2 percent) than a new position at a higher level in the current area (27.4 percent), a similar position (11.3 percent), or "other" (8.1 percent). This group is more likely than all other administrator groups to favor a new position in a new administrative area.

Institution type. Generally speaking, less than 10 percent of each administrative group is seeking a new position in the current institution. Directors of financial aid (13.6 percent) and directors of continuing education (12.3 percent) are somewhat of an exception to this.

With two exceptions, each group of administrators is more likely to prefer moving to another two-year college than they are to other types of colleges and universities, higher education agencies, or outside of higher education. A majority of presidents (67.7 percent), campus executives (71.8 percent), chief academic officers (63.6 percent), and chief student affairs officers (53.2 percent) indicate that they prefer another two-year college. Just over one-tenth of the presidents prefer positions outside of higher education (13.7 percent), and

11.8 percent would prefer positions at comprehensive colleges/universities.

Chief business officers, head librarians, directors of learning resources, directors of financial aid, and directors of continuing education who are seeking a job change indicate a broader range of institution-type preferences. Chief business officers are more likely to prefer another two-year college (42.4 percent) than they are a comprehensive college/university (20.3 percent) or a position outside of higher education (18.6 percent). Slightly over one-fifth (22.5 percent) of the head librarians prefer another two-year college, while 30 percent would prefer a comprehensive college/university, another one-fifth (20 percent) a liberal arts college, and 15 percent a position outside of higher education. Over one-third (34.4 percent) of the directors of learning resources prefer a position at another two-year college, while 18.8 percent prefer a comprehensive college/university, and one-quarter (25.0 percent) prefer a position outside of higher education.

Directors of financial aid prefer positions at a variety of types of institutions. Slightly over one-quarter (25.8 percent) express a preference for another two-year college and 25.8 percent for a position at a comprehensive college/university, while 15.2 percent prefer a position outside of higher education, 13.6 percent prefer to stay at their current institution, and 12.1 percent indicate a preference for a position in a higher education agency.

Over one-third of the directors of continuing education (38.6 percent) prefer another two-year college. Slightly under one-quarter (24.6 percent) prefer a position outside of higher education; 12.3 percent prefer to stay at the current position; and 10.5 percent prefer a position at a comprehensive college/university.

Comprehensive colleges/universities are the type of higher education institution most preferred other than the two-year college. Liberal arts colleges are next in popularity, while very small percentages of two-year college administrators aspire to positions in research/doctoral universities.

Sector type. A majority of each group of administrators studied prefer positions in the public sector. Head librarians are an exception, with 42.5 percent preferring public; 22.5 percent, private; and 35 percent having no preference. However, as Table 20 shows, a substantial percentage of each group prefers the private sector or has no preference. In general, this compares favorably with the percentages of each group currently employed at public and private institutions. It also is reasonable in view of their choice of comprehensive colleges and universities as potential employers since most are also public institutions.

Job Search Strategies

For those administrators who indicated that they are considering or actively seeking a job change, we were interested in what they were doing as a direct result of their interest in changing positions. A list of nine common job-searching activities was developed and presented

to respondents. Respondents considering or actively seeking a job change were asked to choose up to three activities. Responses are reported in Table 21.

While at least some administrators in each group chose nearly every activity, there seems to be general agreement on three activities. These activities are: responding to position announcements, developing new contacts, and contacting colleagues at other institutions. There is less agreement among groups of administrators on the other activities. For instance, one-third of the chief business officers selected attending workshops or training programs. They were more likely than other administrative groups to choose this activity, while presidents were least likely to select this activity.

As might be expected, presidents (5.3 percent) and campus executives (4.5 percent) were less likely than other groups of administrators to report volunteering for additional responsibilities as a job search activity. Directors of continuing education (21.2 percent), chief student affairs officers (18.3 percent), and directors of financial aid (17.9 percent) were the most likely to have chosen this activity.

Perhaps surprisingly, informing higher level administrators and informing or consulting mentor are not strategies in which a substantial percentage of two-year college administrators are engaging as part of their job search strategy. Campus executives (29.5 percent) and directors of learning resources (21.9 percent) were the groups of administrators most likely to report that they were informing higher level administrators. Chief academic officers (18.0 percent) were more likely than other administrators to use informing/consulting mentor as a job search strategy.

Presidents (36.8 percent), campus executives (29.5 percent), and chief academic officers (25.2 percent) are the most likely to indicate that responding to nominations is a job search activity. This probably reflects the fact that individuals in these positions are the most likely to be nominated for positions. Other administrators are much less likely to have circled this item. Contacting search agencies is apparently a little used strategy in two-year colleges.

In summary, despite what one may hear about the nature of job searches in higher education, the fairly traditional technique of responding to position announcements continues to be the most popular job search strategy. This is also consistent with the manner these administrators report having used to secure their current positions. However, it appears that personal contacts are also important.

Preferred Community Size

There is an entire body of literature within the field of demography that considers the relationship of residential preferences and actual mobility (e.g., Fugitt & Zuiches, 1975; Carpenter, 1977; Zuiches & Rieger, 1978). For the present study, we were concerned about certain groups of administrators--for instance, women and blacks--being pocketed

TABLE 21

JOB SEARCH ACTIVITIES BY POSITION

Activity	Position								
	Presidents (N=56)	Campus Executives (N=46)	Chief Academic Officers (N=109)	Chief Business Officers (N=59)	Chief Student Affairs Officers (N=81)	Head Librarians (N=39)	Directors, Learning Resources (N=32)	Directors, Financial Aid (N=68)	Directors, Continuing Education (N=66)
	-- percentage selecting activity --								
Contacting Colleagues at Other Institutions	24.6	27.3	31.5	36.5	35.4	38.5	37.5	41.8	30.0
Developing New Contacts	29.8	44.4	36.0	42.9	39.0	48.7	34.4	53.7	53.0
Attending Workshops or Training Programs	8.8	22.7	11.7	33.3	20.7	30.8	28.1	28.4	21.2
Volunteering for Additional Responsibilities	5.3	4.5	10.8	12.7	18.3	12.8	9.4	17.9	21.2
Informing Higher Level Administrators	5.3	29.5	21.6	7.9	17.1	10.3	21.9	11.9	15.2
Informing/Consulting Mentor	10.5	15.9	18.0	1.6	17.1	10.3	18.8	10.4	25.8
Responding to Nominations	36.8	29.5	25.2	4.8	7.3	--	12.5	10.4	10.6
Contacting Search Agencies	3.5	4.5	0.9	11.1	11.1	7.7	3.1	7.5	4.5
Responding to Position Announcements	43.9	54.5	56.3	49.2	52.4	46.2	71.9	50.7	53.0

NOTE: Percentages do not sum to 100 percent because respondents were asked to respond to each item separately.

in urban two-year colleges; and whether or not these groups would express a preference for a different community environment if seeking another position.

In order to accomplish this type of analysis, the population of the respondent's county of residence was coded using Beale's Metro/Adjacency codes (1984). For our purposes, the categories of Beale's codes were combined in the following manner: major metropolitan--counties of 1,000,000 or more; lesser metropolitan--50,000 to 1,000,000; urbanized--20,000 to 50,000; less urbanized--2,500 to 20,000; and rural --less than 2,500. As seen in Table 22, administrators are relatively evenly distributed among major metropolitan, lesser metropolitan, urbanized, and less urbanized areas. Very few are currently employed at two-year colleges located in rural or thinly populated areas. Campus executives are more likely than other administrator groups to be employed at colleges in major metropolitan areas (38.6 percent). Chief student affairs officers are most likely to be working in lesser metropolitan areas (34.4 percent), and presidents are most likely to be employed in less urbanized areas (27.2 percent).

Unfortunately, the scale of community size used in the question of community preference was not the same as the one used for county size. Therefore, direct comparisons are not possible. However, we can obtain some idea about the community-size preferences of those administrators considering or actively seeking a job change. Data on community-size preferences are reported in Table 23.

Generally, less than one-fifth of the administrators in each group prefer another job in the same community. Directors of financial aid are the lone exception, with 22.1 percent indicating that they do prefer the same community. Relatively small percentages of those considering or actively seeking a job change prefer large cities. The single largest percentage of each group, with the exception of directors of learning resources, prefer a medium-sized city. A slightly higher percentage of directors of learning resources prefer a small city to a medium-sized one. For most groups, the smaller city was the second most frequently circled option.

In general, it appears that, while not preferring their own communities, most administrators would prefer to work in a medium- or small-sized city. This finding is similar to many studies of national residential preferences. Community-size preference is a complex issue which cannot be completely dealt with at this time. At least part of the discussion will be picked up in the section on women and minorities.

TABLE 22

POPULATION OF CURRENT COUNTY OF RESIDENCE
BY POSITION

County Size	Position								
	Presidents (N=46)	Campus Executives (N=46)	Chief Academic Officers (N=109)	Chief Business Officers (N=59)	Chief Student Affairs Officers (N=81)	Head Librarians (N=39)	Directors, Learning Resources (N=32)	Directors, Financial Aid (N=68)	Directors, Continuing Education (N=66)
	-- percentages --								
Major Metropolitan 1,000,000+	25.1	38.6	31.6	32.4	26.2	26.5	25.3	25.8	22.2
Lesser Metropolitan 50,000--1,000,000	28.3	25.4	29.7	26.1	34.4	26.5	29.7	32.7	32.6
Urbanized 20,000--50,000	16.8	20.2	12.6	15.9	18.1	16.2	20.9	18.9	20.0
Less Urbanized 2,500--20,000	27.2	14.0	23.4	23.2	20.8	25.6	20.9	22.0	23.0
Rural Under 2,500	2.6	1.8	2.6	2.4	0.5	5.1	3.3	0.6	2.2

NOTE: Percentages do not sum to 100 percent because respondents were asked to respond to each item separately.

TABLE 23

PREFERRED COMMUNITY SIZE
BY POSITION

Community Size	Position								
	Presidents (N=56)	Campus Executives (N=46)	Chief Academic Officers (N=109)	Chief Business Officers (N=59)	Chief Student Affairs Officers (N=81)	Head Librarians (N=39)	Directors, Learning Resources (N=32)	Directors, Financial Aid (N=68)	Directors, Continuing Education (N=66)
	-- percentages --								
Same Community	13.8	13.3	18.8	17.5	19.8	12.5	12.5	22.1	18.2
Large City Over 500,000	10.3	17.8	11.5	3.2	12.3	7.5	12.5	13.2	6.1
Medium-Sized City 50,000--500,000	31.0	43.5	36.6	39.7	35.8	36.6	21.9	25.0	48.5
Smaller City 10,000--50,000	27.6	15.6	19.6	23.8	30.9	15.0	25.0	26.5	16.7
Town or Village Under 10,000	1.7	--	6.3	4.8	2.5	7.5	9.4	1.5	1.5
In the Country	3.4	4.4	5.4	3.2	--	--	--	2.9	1.5
Doesn't Matter	17.2	13.3	9.8	7.9	6.1	7.5	15.6	13.2	16.7

NOTE: Percentages do not sum to 100 percent because respondents were asked to respond to each item separately.

III. FUTURE ISSUES

Two-year colleges have been called one of the greatest success stories of the twentieth century (Brenneman & Nelson, 1981). And although two-year colleges have enjoyed tremendous growth and success during the past twenty-five years, they like all segments of post-secondary education are facing various pressures which are threatening that success. Among the key issues are state legislation affecting funding at the state and local level, demands of the workplace which threaten the mission of the two-year college, admissions and graduation standards, linkages with business and industry, and enrollment declines.

We were interested in how important current two-year college administrators perceived these and other internal and external issues to be to their institutions over the next five years. The lists of external and internal issues which might possibly face two-year colleges were developed from the relevant literature and with the assistance of the Project Advisory Committee, all of whom are currently intimately involved with two-year colleges.

EXTERNAL ISSUES

Respondents were asked to rate the importance of the following items on a scale of 1 (no), 2 (low), 3 (moderate), 4 (high), 5 (very high), and 0 (not applicable):

- local financial support for students
- state financial support for students
- state financial support for programs and teaching
- local financial support for programs and teaching
- federal financial support for students
- federal financial support for programs
- articulation between high schools and your institution
- articulation between other colleges and your institution
- competition with other institutions
- fund raising and alumni relations
- linkages with business and industry
- program approval by external agencies
- accountability to governmental agencies
- preservation of institutional mission
- regional planning for postsecondary education
- other (please specify)

For discussion purposes, the no and low responses were combined, as were the high and very high, leaving three main response categories.

Two-year college administrators perceive nearly all of the issues provided as being of high or very high importance to their institutions within the next five years. Those items reported as being of high importance by a majority of at least one group of administrators are included in Table 24. State financial support for programs and teaching, articulation between high schools and the two-year college, and linkages with business and industry are rated as being very important within the next five years by over 75 percent of each group of administrators. Articulation between other colleges and the two-year college and preservation of institutional mission are viewed as important issues to be dealt with within the next five years by at least 70 percent of each group of administrators. Competition with other institutions, program approval by external agencies, and accountability to governmental agencies are rated as highly important to a substantial portion, but less than a majority, of each administrative group.

Although rated as important, there is less consensus among administrator types on issues such as local and federal financial support for students, federal financial support for programs and fund raising, and alumni relations (see Table 24).

We then asked respondents to choose the two issues which they perceived to be the most important external issues facing two-year colleges within the next five years. There is nearly unanimous agreement among administrative groups on the two issues which are the most important. One issue is state financial support for programs and teaching, identified by the single largest percentage of the administrators in each group. The second most important issue to all groups of administrators is linkages with business and industry. Preservation of institutional mission is the next most important issue.

In summary, there is remarkable consensus among administrators as to what constitutes the important issues facing two-year colleges within the next five years.

INTERNAL ISSUES

Administrators were asked to rate the importance of the following internal issues to their institutions within the next five years:

- faculty development
- student services and developmental programs
- collective bargaining
- affirmative action
- governance and decision making
- administrator training and career development
- student recruitment and marketing
- student retention
- admissions standards (e.g., open admissions)
- maintenance of current academic programs
- reform of current academic programs

TABLE 24

IMPORTANT EXTERNAL ISSUES TO BE ADDRESSED WITHIN NEXT FIVE YEARS

Issue	Position								
	Presidents (N=193)	Campus Executives (N=116)	Chief Academic Officers (N=271)	Chief Business Officers (N=207)	Chief Student Affairs Officers (N=221)	Head Librarians (N=117)	Directors, Learning Resources (N=92)	Directors, Financial Aid (N=160)	Directors, Continuing Education (N=135)
	-- percentage rating high/very high --								
Local Financial Support for Students	41.2	47.7	39.2	40.3	51.7	42.6	36.8	71.8	44.6
State Financial Support for Students	59.6	67.5	59.7	58.8	72.9	56.9	55.2	80.3	66.4
State Financial Support for Programs/Teaching	90.2	93.9	86.2	86.8	86.0	86.0	87.6	83.4	90.9
Local Financial Support for Programs/Teaching	56.3	52.6	58.7	55.2	60.5	54.2	62.1	62.8	69.5
Federal Financial Support for Students	59.6	60.9	57.7	57.4	72.3	49.1	53.4	86.7	56.5
Federal Financial Support for Programs	49.2	46.1	49.4	43.7	56.8	49.5	56.3	67.1	50.4
Articulation Between High Schools/Institution	78.6	79.6	84.4	82.4	84.7	77.7	79.5	87.3	85.6
Articulation Between Colleges/Institution	71.2	79.1	81.5	74.9	80.5	80.5	76.1	70.3	77.4
Fund Raising/Alumni Relations	69.3	68.7	52.1	57.1	60.0	55.0	52.8	53.2	49.2
Linkages With Business and Industry	91.7	96.6	90.7	89.7	93.1	83.6	93.4	88.7	97.0
Program Approval by External Agencies	--	--	--	--	--	50.0	52.3	--	--
Preservation of Institutional Mission	88.0	80.7	84.0	78.1	88.9	70.3	78.4	73.9	81.1
Regional Planning/Post-secondary Education	54.5	53.1	53.1	48.0	55.5	50.0	55.8	62.2	50.4

- creation of new academic programs
- quality of instruction
- fiscal management and resource allocation
- long-range planning
- other (please specify)

The responses to those items which a majority of at least one group of administrators reported to be of high or very high importance are reported in Table 25. Of the original list of fifteen issues, only two--collective bargaining and affirmative action--are not perceived as being highly important to a majority of at least one group of administrators. As can be seen in Table 25, the other items are perceived as being highly important to a majority of nearly all groups of administrators.

Given the extent of respondent unanimity on important internal issues, perhaps the more interesting discussion centers on the issues which respondents rated as the two most important. Overall, the issues rated as the most important are the issues of student recruitment and marketing and fiscal management and resource allocation. Long-range planning and quality of instruction followed closely as two of the more important issues to be faced by two-year colleges within the next five years. As can be seen in Table 26, there are some interesting variations among positions as to the issues receiving the most votes as one of the two most important issues.

Student recruitment and marketing was chosen by approximately one-quarter of the administrators in each group. Nearly one-third (30.4 percent) of the directors of continuing education perceived this issue to be one of the two most important issues. There is, however, considerably more variation among administrators in the various positions on the importance of fiscal management and resource allocation. Chief business officers (42.5 percent) were the most likely to rate this item as one of the two most critical issues. Approximately one-third of the presidents and the directors of learning resources chose the issue as one of the two most important issues. At the other end of the spectrum, chief academic officers (14.4 percent), chief student affairs officers (15.8 percent), and directors of financial aid (15.6 percent) were least likely to perceive fiscal management to be one of the two most important issues.

Quality of instruction was perceived to be one of the most important issues facing two-year colleges by a substantial proportion of each group of administrators. Chief academic officers (38.7 percent) and directors of learning resources (38.0 percent) were most likely to rate this as one of the two most important issues, while directors of financial aid were the least likely group (16.3 percent) to feel that this was one of the two most important issues. When analyzed by position, quality of instruction appears to be a more important issue for administrators in the aggregate.

Long-range planning was identified as one of the most important issues by approximately one-fifth of each group of administrators.

TABLE 25

IMPORTANT INTERNAL ISSUES TO BE ADDRESSED WITHIN NEXT FIVE YEARS

Internal Issue	Position								
	Presidents (N=193)	Campus Executives (N=116)	Chief Academic Officers (N=271)	Chief Business Officers (N=209)	Chief Student Affairs Officers (N=221)	Head Librarians (N=117)	Directors, Learning Resources (N=92)	Directors, Financial Aid (N=160)	Directors, Continuing Education (N=135)
	-- percentage rating important --								
Faculty Development	90.2	88.8	89.6	72.4	82.9	73.9	76.9	70.3	81.3
Student Services/Developmental Programs	71.7	75.0	70.7	55.9	90.0	63.4	76.9	84.6	63.6
Governance/Decision Making	57.1	56.9	61.0	58.6	61.2	62.3	53.9	55.5	54.3
Administrator Training/ Career Development	64.1	56.9	58.3	57.4	63.1	54.1	52.2	65.8	66.7
Student Recruitment and Marketing	85.4	88.7	90.2	85.4	88.6	81.0	85.9	85.9	90.1
Student Retention	92.1	94.0	91.4	88.4	96.8	85.2	91.1	89.9	92.6
Admissions Standards	54.7	43.1	48.9	48.0	51.4	50.0	35.2	55.8	50.0
Maintenance of Current Academic Programs	67.9	65.5	66.8	61.6	61.5	64.8	54.5	63.2	62.4
Reform of Current Academic Programs	71.6	76.5	69.3	61.6	76.5	57.1	70.8	61.0	69.9
Creation of New Academic Programs	78.3	77.6	71.6	67.2	79.5	68.8	69.8	70.1	75.8
Quality of Instruction	94.8	94.8	94.0	92.1	95.9	86.7	92.3	88.5	88.5
Fiscal Management and Resource Allocation	92.7	83.6	89.6	95.6	84.6	85.6	88.9	84.8	86.4
Long-Range Planning	88.2	81.7	85.1	85.1	86.9	87.3	83.0	83.7	84.0

TABLE 26

THE MOST IMPORTANT INTERNAL ISSUES

Internal Issue	Position								
	Presidents (N=193)	Campus Executives (N=116)	Chief Academic Officers (N=271)	Chief Business Officers (N=207)	Chief Student Affairs Officers (N=221)	Head Librarians (N=116)	Directors, Learning Resources (N=92)	Directors, Financial Aid (N=160)	Directors, Continuing Education (N=135)
	-- percentage selecting each item --								
Student Recruitment and Marketing	23.3	25.9	25.8	27.1	26.7	21.4	20.7	25.6	30.4
Fiscal Management and Resource Allocation	32.6	24.1	14.4	42.5	15.8	21.4	32.6	15.6	22.2
Long-Range Planning	22.2	17.2	19.2	19.8	18.1	17.9	18.5	18.8	17.8
Quality of Instruction	27.5	30.2	38.7	22.7	23.1	24.8	38.0	16.3	28.1

NOTE: Percentages do not sum to 100 percent because respondents were asked to respond to each item separately.

SUMMARY

In summary, those external issues which are perceived to be most important over the next five years to all administrative groups are state financial support for programs and teaching and linkages with business and industry. On the internal front, there are four issues which are identified as being the most crucial issues to be faced by two-year colleges over the next five years. These issues are student recruitment and marketing, fiscal management and resource allocation, quality of instruction, and long-range planning.

We might expect that the importance of these issues would vary by type of control--in other words, whether the college is public or private. And when the two most important external issues are analyzed by type of control, we find a noticeable difference in perceptions. While state support for programs and teaching and linkages with business and industry emerge as the two most important issues for the entire sample, the picture changes slightly when we control for the type of institutional control. The two important issues for public two-year college administrators are state support for programs and teaching and preservation of institutional mission.

However, only small percentages of private two-year college administrators rated state support for programs and teaching as being crucial. Rather, the important issues to private college administrators are fund raising and alumni relations, preservation of institutional mission, and federal financial support for students.

As discussed earlier, the internal issues most important to the sample as a whole are student recruitment and marketing, quality of instruction, fiscal management and resource allocation, and long-range planning. These do not change when we analyze the data by type of institutional control. However, the issues cited by private two-year college administrators as being the most important vary somewhat. They also tab student recruitment and marketing, quality of instruction, fiscal management and resource allocation, and long-range planning as being important. However, to that list they add student retention as a critical issue.

IV. HOW ARE WOMEN AND MINORITIES AFFECTED?

In 1980, Eliason and Edmonson noted that "a quiet revolution has spread across the 1,230 community and junior college campuses during the last decade. Women have become the majority of learners . . ." (p. 3). And shortly after, Eaton writes: "There is a great deal of opportunity for women--whether faculty members, administrators, or trustees--within our institutions; our colleges are not closed systems" (1981, p. viii).

These are indeed encouraging words for and about women administrators within the two-year college. The few existing accounts of female administrators highlight the improving situation.

For example, in a study of 37 randomly selected community colleges in six states, only 98 women held administrative positions between 1973 and 1976. Of these, 51 were chairpersons, none were presidents, most were in traditional female disciplines, and only 20 percent held Ph.D.'s (Loomis & Wild, 1978).

There are not many recent studies of women in two-year college administrative positions (see, for example, Thurston, 1975; Pfiffner, 1976; Kistler, 1979; Loomis & Wild, 1978). But these studies show that the situation for women is improving. An American Council on Education (ACE) study revealed that there was a 200-percent gain in female community college presidents since 1975 (from 11 to 33 percent of the total number of two-year college presidents) (Taylor, 1981). Taylor notes that this gain "symbolizes an enormous positive change in the attitudes of both men and women toward women's leadership and in the actions of decision makers who influence the selection of presidents" (p. 2). Of the new presidents studied in 1979, most reported the assistance of a mentor, and the majority have attended at least one management training program. Women reported significant experience in community college administration; however, very few had ever attended a two-year college. An analysis of professional background reveals that women moved from teaching and student personnel positions into academic administration and then to a presidency. They ranged in age from 30 to 60 at the time of appointment and represent professional women in general.

The positive trend seems to be continuing. In 1984, there are 45 women presidents of private two-year colleges, up from 34 in 1975; and 57 female presidents of public two-year colleges, up from 11 in 1975.

Thirteen of the female presidents are minority group members. Further, the ACE Office on Women observes that the appointment of female presidents at public two-year colleges has outnumbered appointments in four-year institutions by 2 to 1 (ACE, Office of Women, 1984). Perhaps, then, there is an improving opportunity for women in administration in two-year colleges. However, relatively little is known about women who occupy administrative positions below the level of president.

Even less is known and reported about minority two-year college administrators. Difficulties in identification by racial and ethnic group make specific studies of these groups sparse and the available reports are easily counted on one hand. As recently as 1983, Rivera found that, of 106 community colleges in California, only 47 percent had one or more Hispanic administrators. Most of these administrators were in instruction or student affairs.

Black two-year college administrators were studied by Kimmons (1977). However, the results of the study are not easily accessible. As a means of upgrading minority education, the North Carolina Community College System studied the situation of minority representation in governance, administration, faculty and staff employment patterns, and student enrollment patterns in 1978. The study concluded that representation of women and minorities in governance (e.g., boards of trustees) was lacking and had not improved greatly, if at all. This enlightened approach to the issue of upgrading minority education is marred by the fact that the copy of the report most accessible to potential readers is literally illegible, and consequently its value is greatly diminished. Other state systems would seem to be in an ideal situation to duplicate this effort as they are small enough units to identify women and minorities.

The subject of women and minority administrators in the two-year college is clearly a subject worthy of its own monograph. However, for the time being, we have selected a number of potentially key variables to analyze by the sex and race of survey respondents. To recap, the numbers for each group are: Blacks, 77; Hispanics, 28; other, 32; Whites, 1,378; women, 323; men, 1,189.

PERSONAL BACKGROUND

Under the heading of personal background, we chose to look at the age, race, and marital status of administrators in order to analyze by gender and race.

Age

The mean age of the 323 women in the sample is 46.4 years, substantially lower than the mean age for male administrators, which is 48.8 years. Although the number of women in each position is small, the comparison of mean age by position and sex is interesting (see Table 27). For administrators in the positions of president, campus executive, and chief academic officer, there are only very slight differences between the average ages of males and females with male presidents and

chief academic officers being somewhat older than their female counterparts. However, the female campus executives, with a mean age of 50.7, are slightly older than the male campus executives, whose mean age is 49.7 years.

TABLE 27

MEAN AGE OF SURVEY RESPONDENTS BY GENDER

POSITION	GENDER			
	Male		Female	
	Mean Age	N	Mean Age	N
Presidents	52.4	182	51.8	6
Campus Executives	49.7	105	50.7	11
Chief Academic Officers	49.2	227	48.6	43
Chief Business Officers	48.4	183	52.2	24
Chief Student Affairs Officers	47.4	186	46.4	34
Head Librarians	46.8	45	47.5	72
Directors of Learning Resources	48.3	54	47.0	38
Directors of Financial Aid	45.0	104	41.2	55
Directors of Continuing Education	44.1	95	43.1	40

Female head librarians also have a higher mean age (47.5 years) than male head librarians (46.8 years). Female chief business officers, whose mean age is 52.2 years, are considerably older than their male counterparts (48.4 years). As indicated in Table 27, women administrators in the remaining positions are younger than males.

When age is analyzed by race, we note that Whites tend to be older than minority administrators. The mean age of all White (N=1,365) administrators is 48.7 years; Blacks (N=77) have a mean age of 44.6; while administrators in "other" racial or ethnic groups average 43.4 years. Hispanics (N=28), whose mean age is 42.5 years, are relatively speaking the youngest group of administrators. The small number of minorities prevents analysis of age by position and racial or ethnic group.

Race

We have discussed the distribution of women and minorities among the different positions elsewhere in this report. However at this point we will examine that proportion of the minority groups which is female. Slightly over one-third of all Black administrators in this sample are

female (33.8 percent). However, only 17.9 percent of the Hispanics and 18.8 percent of "other" minority groups are female. Approximately one-fifth (20.8 percent) of the White administrators are female.

Of the 26 Black women two-year college administrators in the sample, nearly one-fifth are in each of the head librarian, chief student affairs officer, and director of financial aid positions. Slightly less (15.4 percent) are directors of continuing education. Black males are most likely to be in the positions of directors of financial aid (28.8 percent), chief student affairs officers (26.9 percent), and campus executives (13.5 percent).

There are only five Hispanic females, in the positions of chief academic officer, chief student affairs officer, director of learning resources, and director of financial aid. The male Hispanics (N=23) are employed as directors of financial aid (30.4 percent), campus executives (26.1 percent), and chief student affairs officers (21.7 percent).

White females are concentrated in head librarian positions (22.1 percent) and as directors of financial aid (17.2 percent), chief academic officers (13.3 percent), directors of learning resources (12.3 percent), and directors of continuing education (11.9 percent). In contrast, the highest proportion of White males are currently chief academic officers (20.2 percent), presidents (16.1 percent), chief business officers (15.9 percent), and chief student affairs officers (15.2 percent).

Marital Status

Ninety percent of all male administrators are currently married and living with their spouses, compared to 60.7 percent of the females. Over three-fourths of the male administrators in each position, with one exception, are married. By comparison, a relatively smaller percentage of male head librarians are married (57.8 percent).

Likewise, over one-half of the women in each group, with the exception of presidents, are married and living with their spouses. Only one-third of the female presidents in the sample report being married. Belonging to a religious order is not a variable affecting the marital status of two-year college administrators.

Relatively speaking, a greater percentage of White two-year college administrators report being married (84.3 percent), compared to 78.2 percent of the Blacks, 71.4 percent of the Hispanics, and 76.9 percent of the "other" racial and ethnic groups.

EDUCATIONAL BACKGROUND

Number of Degrees

Female administrators are more likely than their male counterparts to report holding no degrees (4.0 percent), one degree (13.0 percent), and two degrees (37.5 percent). However, they are less likely than male

two-year administrators to report holding three degrees. Nearly one-half of all males (49.4 percent) hold three degrees, 31.0 percent report two degrees; 5.7 percent, only one degree; and only 0.7 percent of the men report no degrees. Female presidents (83.3 percent), chief academic officers (55.8 percent), chief student affairs officers (52.9 percent), and directors of continuing education (42.4 percent) are more likely than females in other positions to report holding doctorates. Actually, female presidents, chief student affairs officers, and directors of continuing education are relatively more likely than their male counterparts to report three degrees.

Over one-half (53.8 percent) of the Blacks report holding three degrees and 29.5 percent report two degrees. This compares to 46.4 percent of the Whites holding three degrees and 32.6 percent who hold two degrees. Hispanics exhibit a similar pattern.

Field of Specialty: Master's Degree

Over one-half of the males (56.7 percent) earned master's degrees in education compared to 39.2 percent of the females. Conversely, women were more likely to earn master's degrees in other professional fields (36.5 percent) than men (14.7 percent). Humanities was reported as the field of specialty for 11.9 percent of the men and 15.6 percent of the women.

Likewise, the majority of Blacks report master's degrees in education (56.7 percent), while 17.9 percent majored in other professional fields and 16.4 percent in social sciences. Whites tended to major in eduation (53.4 percent), other professional fields (18.6 percent), and humanities (13.1 percent). Exactly one-half of the Hispanics majored in education at the master's level, while 19.2 percent earned degrees in each of humanities or other professional fields.

Field of Specialty: Doctorate

At the doctoral level, higher education emerges as a popular field of study as distinct from other specializations within education. The vast majority of all two-year college administrators in this sample with doctorates earned them in either education or higher education. Nearly one-half of the men (48.3 percent) earned doctorates in education; 36.0 percent earned doctorates in higher education.

Of the 89 women reporting the type of doctorate held, 41.6 percent hold the Ph.D. and 36.0 percent the Ed.D. Perhaps surprisingly, women are more likely than men to hold the Ph.D. (38.4 percent). The reverse is true for the Ed.D., with 50.6 percent of the men having earned the Ed.D. compared to 36.0 percent of the women.

Blacks who hold doctorates (N=29) are more likely to hold Ph.D.'s (41.1 percent) than Ed.D.'s (34.5 percent). White administrators who hold doctorates (N=595) are less likely to have earned Ph.D.'s (37.6 percent) than Ed.D.'s (50.6 percent). Two-thirds of the 18 Hispanics reporting the type of doctorate hold the Ph.D. (66.7 percent). Interestingly, women, Blacks, and Hispanic administrators who have

earned doctorates are more likely than males and Whites to report holding a Ph.D.

PROFESSIONAL BACKGROUND

Numerous aspects of administrator professional backgrounds merit analysis by sex and race. We have selected several other important variables to analyze by sex and race which may have an impact on careers.

Length of Time in Current Position

The female administrators in the sample appear to be more likely than males (61.8 percent and 45.3 percent, respectively) to have been in their current position for five years or less. Likewise, "others" (75.0 percent), Hispanics (70.4 percent), and Blacks (56.4 percent) are relatively more likely than Whites (47.7 percent) to have been in their current position five years or less.

First Person to Hold Current Position

Male and female two-year college administrators are equally likely to be the first person to hold the current position (20.7 percent). Whites (21.4 percent) are more likely than Blacks (11.5 percent) or Hispanics (10.7 percent) to be the first person to hold the current position. However, members of "other" racial/ethnic groups are most likely to be the first person to hold the current position (21.8 percent).

First Person to Hold Any Position

Male administrators in the sample (58.6 percent) are more likely than their female counterparts (48.1 percent) to have been the first person to hold at least one of their positions. Whites (57.3 percent) are also more likely to have been the first person to hold at least one position than Blacks (42.1 percent) or Hispanics (39.3 percent). Over two-thirds (68.8 percent) of those administrators in "other" racial/ethnic groups were the first to hold at least one position.

"Founding" Administrators

As pointed out earlier, one must take into consideration the percentage of two-year college administrators who were the first to hold the position at a new institution and thus, were the "founding" administrator. Two hundred sixty-three men (or 30.5 percent) were founding administrators for at least one position compared to only 14.9 percent of the women.

Only 9.0 percent of the 78 Black administrators were founding administrators, while 29.0 percent of 1,368 Whites were. None of the Hispanics and only 6.3 percent of the 32 "others" were the founding administrator for at least one position. These figures reflect the very recent entry of these groups into community college administration.

Type of Institution of Employment

Female administrators (63.8 percent) are slightly less likely than males (68.6 percent) to be employed currently at E1 comprehensive two-year colleges. However, women are more likely (10.5 percent) to be in E2 academic two-year colleges than men (5.9 percent). Approximately one-quarter of each are at E3 technical colleges. However, Blacks (65.4 percent) are much more likely to be at comprehensive community colleges than at academic (3.8 percent) or technical colleges (30.8 percent).

White administrators follow a similar pattern, with 67.3 percent at E1 comprehensive colleges; 7.1 percent at E2 academic colleges; and 25.1 percent at E3 technical colleges. Hispanics are much more likely than other racial/ethnic groups to be currently employed at comprehensive community colleges (82.1 percent). Only 3.6 percent are at E2 and 14.3 percent at E3 insitutions. Members of the "other" racial/ethnic category are much more likely to be located at comprehensive community colleges and technical colleges.

Type of Control

As noted previously, a very small percentage of administrators in this sample are currently employed at private colleges. However, of those who are employed at public colleges, relatively more are men. Among female administrators, a greater percentage of the women (17.4 percent) in the sample are employed at private two-year colleges than males, of whom only 6.4 percent are at private two-year colleges. Over 90 percent of each racial/ethnic group are at public community colleges.

External Professional Activities

It is not possible to analyze each separate external activity by the gender and race of the respondents. However, we do observe that there is very little difference between males and females on the average number of external activities in which they have participated. Males participate in, on the average, 3.2 external professional activities, while females participate in 2.9 external activities.

When external professional activities are examined for each racial/ethnic group, we find that Blacks (3.4 activities), Hispanics (4.0 activities), and "others" (3.8 activities) participate in, on the average, more activities than White administrators (3.1 activities).

How do women and men and racial groups compare on at least three of the activities which were perceived to be important to two-year college administrators? One-third of the males responding to the question indicated that they had participated as a paid consultant (33.1 percent). This compares to 24.7 percent of the women who participated as consultants. Blacks are more likely to have been consultants (49.3 percent) than Hispanics (25.9 percent), Whites (30.5 percent), or "others" (21.4 percent).

Participation as members of boards of directors of state or regional professional organizations was high for all administrative

groups. Men are more likely (48.8 percent) to report participating in this activity than women (35.3 percent). Whites (46.3 percent) are the racial/ethnic group most likely to participate as members of boards of directors of state or regional professional organizations. This rate of participation compares to 44.6 percent of the Blacks, 48.0 percent of the Hispanics, and 31.0 percent of the "others".

As for publication, men (28.6 percent) are much more likely than women (17.6 percent) to publish. Black administrators (33.3 percent) are somewhat more likely than Whites (25.8 percent) or Hispanics (20.8 percent) to publish. Over one-quarter (25.9 percent) of those in "other" racial/ethnic groups report publishing.

Community Activities

Male (61.7 percent) two-year college administrators appear to be somewhat more likely to perceive that participation in community activities is important to career advancement than female administrators (51.6 percent). Hispanics (76.9 percent) are the racial/ethnic group most likely to perceive the importance of community activities to career advancement compared to 67.5 percent of the Blacks, 58.4 percent of the Whites, and 48.4 percent of the "others".

There appears to be a relationship between the respondents' sex and the number of community activities in which administrators participated. On the average, male administrators participate in 5.3 activities and females in 4.4 activities. Hispanics appear, on the average, to be the most active in community activities (5.7 activities), followed by Blacks (5.3 activities), Whites (5.1 activities), and "others" (4.8 activities).

Male administrators are more likely to have reported participation in all community activities than female administrators. Participation in the last two activities on the list--social/environmental and veterans/military--were not analyzed due to the slight participation in each.

Community participation by race is reported in Table 28. Blacks (83.1 percent) are more likely to rate local school activities as important to career advancement than Hispanics (75.0 percent) or Whites (56.6 percent). Hispanics (71.4 percent) and Blacks (58.2 percent) are more likely to have found philanthropic/cultural activities to be important to their careers than Whites (49.0 percent) or "others" (29.4 percent). However, Hispanics (38.1 percent) are not likely to rate participation in church/religious activities as important as Blacks (62.1 percent) or Whites (47.1 percent). Only 29.4 percent of the "others" rated this activity as important. Smaller percentages of Whites (38.0 percent) compared to Blacks (69.4 percent) perceive participation in health/social services activities to be important to career advancement. The percentage of each group rating participation in civic/fraternal activities was fairly equal, with Hispanics (61. 9 percent) being somewhat more likely than Blacks (58.9 percent) or Whites (55.5 percent) to have rated it so. Economic development activities were most important to Hispanics (71.4 percent), as were political/governmental activities (54.5 percent).

TABLE 28

PARTICIPATION IN COMMUNITY ACTIVITIES
IMPORTANT TO CAREER ADVANCEMENT
BY RACIAL/ETHNIC GROUP

ACTIVITY	GROUP			
	-- percentages --			
	Blacks	Whites	Hispanics	"Others"
Local Schools	83.1	56.6	75.0	58.8
Philanthropic/Cultural	58.2	49.0	71.4	29.4
Church/Religious	62.1	47.1	38.1	29.4
Health and Social Services	69.1	38.0	57.1	29.4
Civic/Fraternal	58.9	55.5	61.9	29.4
Economic Development/Business	48.1	54.0	71.4	29.4
Political/Governmental	48.1	34.8	54.5	17.6

Internal Professional Activities

When the average number of internal activities is analyzed by sex of respondents, we find very little difference. Male administrators participate in an average of 4.1 internal activities, while females average 4.0 activities. There is also very little difference in the number of activities participated in for each racial/ethnic group. Hispanics participated in an average of 4.2 activities; "others", 4.1; Whites, 4.1; and Blacks, 4.1.

Male two-year college administrators are more likely than females to have rated participation in all but one of the internal activities as important to career advancement. Women are slightly more likely than men to rate temporary task or job rotation as important to their careers. Participation in special institutional task forces was the internal activity rated by the largest percentage of males (82.8 percent) and females (77.8 percent) to be important to career advancement. This activity was also most important to Blacks (84.7 percent) and Whites (82.1 percent). Hispanics (76.9 percent) and "others" (78.1 percent) were more likely to rate opportunity to take on additional responsibilities as being more important than the other activities.

Mentor Relationships

Female administrators (54.1 percent) are more likely than their male counterparts (49.4 percent) to report having at least one mentor. This trend is even more exaggerated when we look at the percentage of the racial/ethnic group members who reported having at least one men-

tor. Substantially higher percentages of Hispanics (82.1 percent), Blacks (62.3 percent), and "others" (59.4 percent) report having had at least one mentor compared to less than one-half of the Whites (48.8 percent).

Other than a combination of roles, the single most frequently cited explanation of the mentor's influence is "general advice/counsel/encouragement/sounding board" for both men (27.9 percent) and women (21.3 percent). Women (18.9 percent) are somewhat more likely than men (14.8 percent) to feel that the mentor had assisted with career advancement by providing recommendations, introductions, appointments to committees, delegation of increased responsibilities, etc.

Again, aside from a combination of roles, Blacks (27.1 percent), Whites (26.2 percent), and Hispanics (31.6 percent) tend to label the mentor's role as that of general counsel. Blacks (18.8 percent) and "others" (20.0 percent) are somewhat more likely than Whites (15.5 percent) and Hispanics to feel that the mentor assisted with career advancement.

As for whether the mentor assisted the respondent in obtaining the current position, female administrators (46.7 percent) are more likely than males (37.7 percent) to report that they had. Likewise, greater proportions of Hispanics (64.0 percent) and Blacks (43.3 percent) received help from the mentor in obtaining the current position.

Perhaps surprisingly, slightly smaller percentages of women (52.8 percent) than men (56.3 percent) report that they are currently mentors for others. One possible explanation for this is that, in this sample, women are less likely than men to hold positions that lend themselves to mentoring (e.g., presidency). However, minority administrators (Blacks, 59.2 percent; Hispanics, 68.0 percent) are more likely than Whites (55.2 percent) to indicate that they are currently mentors for others.

CAREER MOBILITY ISSUES

Is the matching process which brings together persons and jobs different for women and for minorities than for men and for Whites? What about those factors that attract people to positions? We shall analyze these issues briefly.

Search Activities

One-half (50.3 percent) of the men applied directly for their current position compared to 41.8 percent of the women. Women (18.0 percent) were slightly more likely than men (17.4 percent) to have become a candidate through appointment by a senior administrator or through recommendation by a mentor (11.1 percent and 6.6 percent, respectively).

Nearly one-half of the Whites (48.6 percent) applied directly, while 43.6 percent of the Blacks, 40.0 percent of the Hispanics, and

58.6 percent of the "others" used this method. Appointment by a senior administrator was the method of becoming a candidate for 19.2 percent of the Blacks, 17.5 percent of the Whites, 16.0 percent of the Hispanics, and 13.8 percent of the "others".

Perhaps surprisingly, women (67.9 percent) are more likely than men (58.8 percent) to report that they did not search for a job before accepting the current position. Males (29.1 percent) were more likely than females (24.6 percent) to indicate that they searched somewhat actively. Relatively more Blacks (74.0 percent) and Hispanics (67.9 percent) than Whites (60.0 percent) or "others" (53.1 percent) reported not searching for the current job. However, Whites (28.5 percent) were more likely than other groups to report searching somewhat actively.

The pattern of sources used to find out about the current position is similar for males and females. About 40 percent of the males and 36 percent of the females reported that personal contacts were the best source for finding out about the current position. Approximately one-fifth of the females (21.6 percent) and males (20.4 percent) report the institution's job announcement to be the best source. Men (15.8 percent) are more likely than women (10.5 percent) to indicate that an ad in a newspaper was the best source, while women (18.4 percent) were more likely than men (12.8 percent) to indicate that other sources were the best.

One-half of the Blacks (50.0 percent), but only 39.4 percent of the Whites, 17.9 percent of the Hispanics, and 36.7 percent of the "others", reported that personal contacts were the best source for finding out about the current position. Hispanics (28.0 percent) were more likely than Whites (20.5 percent), Blacks (18.4 percent), or "others" (20.0 percent) to report that the institution's job announcement was the best source. Ads in newspapers were the best source for 9.2 percent of the Blacks, 14.8 percent of the Whites, 14.3 percent of the Hispanics, and 20 percent of the "others".

The vast majority of both male and female administrators reported that they had not participated in what they perceived to be a fraudulent search. However, males (17.7 percent) are more likely than females (13.9 percent) to report participating in an irregular, unfair, or fraudulent search.

Similarly, the majority of each racial/ethnic group have not participated in such a search. Blacks (15.4 percent) and Whites (16.0 percent) are equally likely to feel that they have participated in a fraudulent search. However, 21.5 percent of the Hispanics and 25 percent of the "others" felt that they had participated in one or more unfair, irregular, or fraudulent searches.

The pattern of explanation of the circumstances of the irregular search is similar for males and females. The most frequently chosen explanations for both groups are candidate already chosen, internal candidate already chosen, a combination of reasons, and some other explanation. Females (12.2 percent) are more likely than males (1.9 percent) to report irregularities in the interview process.

Blacks (38.5 percent) are much more likely than other groups to indicate that the irregularity involved a candidate who had already been chosen. They also are more likely to report other forms of discrimination (23.1 percent), compared to only 8.9 percent of the Whites. Hispanics are evenly distributed among several explanations.

Reasons for Moving to Current Position

The numerous possibilities provided to respondents as reasons for moving to the current position make a discussion of this topic by the sex and race of respondents complicated. To summarize briefly, men are more likely than women to rate as highly important duties and responsibilities of the position, educational opportunities for the family, salary, perquisites, potential for advancement, ready for a change, and mission/philosophy of the institution. On the other hand, women are more likely than men to rate as highly important increased personal status and prestige, better institutional reputation, retirement/benefit plan, employment opportunities for spouse, competence/congeniality of colleagues, and geographic location. In most instances, the difference between males and females is small. However, females are almost twice as likely as males to view employment opportunities for spouses as highly important (see Table 29).

For the racial/ethnic group comparisons, we will highlight some of the outstanding findings. Hispanics (64.3 percent) are considerably more likely than other groups to rate increased status and prestige as being a highly important reason for moving to the current position. Both Hispanics (37.0 percent) and Blacks (35.1 percent) are more likely than Whites (28.1 percent) or "others" (18.8 percent) to perceive that retirement/benefit plan was an important reason. Administrators in the "other" racial/ethnic groups (10.7 percent) are the most likely to rate employment opportunities for the spouse as being a highly important reason for moving to the current position. Larger percentages of Hispanics than other racial/ethnic groups rate the following reasons as being of high importance to them: educational opportunities for family (17.9 percent); competence/congeniality of colleagues (40.7 percent); geographic location (57.1 percent); potential for advancement (71.4 percent); and physical facilities of the institution (25.0 percent). Salary is relatively more important to Blacks (48.6 percent) and "others" (46.9 percent) than to Whites (40.5 percent) and Hispanics (32.1 percent).

Reasons for Staying in Current Position

Male two-year college administrators are more likely than their female counterparts to rate the following items as important reasons for staying in their current position: duties and responsibilities of the position, strong institutional reputation, retirement/benefit plan, educational needs of family, salary, perquisites, geographic location, mission/philosophy of the institution, physical facilities, and financial costs of relocation. On the other hand, larger percentages of women than men rated the following as being important reasons for staying: personal status and prestige, employment opportunity for spouse, competence/congeniality of colleagues, potential for advancement, and lack of appropriate opportunity elsewhere (see Table 30).

TABLE 29

REASONS RATED IMPORTANT OR HIGHLY IMPORTANT
FOR MOVING TO CURRENT POSITION BY GENDER AND RACE

REASON	MALES	FEMALES	BLACKS	WHITES	HISPANICS	"OTHERS"
			-- percentages --			
Duties and Responsibilities	86.0	84.2	85.5	85.6	89.3	81.3
Increased Personal Status and Prestige	48.8	50.0	40.0	49.2	64.3	53.2
Better Institutional Reputation	27.9	30.0	35.1	28.1	37.0	18.8
Retirement/Benefit Plan	16.3	19.1	26.7	16.2	14.3	21.9
Employment Opportunities for Spouse	4.2	8.2	2.7	5.0	7.1	10.7
Educational Opportunities for Family	15.5	6.7	12.3	13.8	17.9	12.5
Salary	41.2	40.1	48.6	40.5	32.1	46.9
Perquisites	5.7	2.0	5.5	5.0	3.6	----
Competence/Congeniality of Colleagues	36.2	42.2	36.0	37.9	40.7	18.8
Geographic Location	52.5	54.1	41.6	53.7	57.1	37.5
Potential for Advancement	45.9	38.7	48.1	44.0	71.4	34.4
Ready for a Change	67.1	63.3	61.8	67.1	48.1	53.1
Physical Facilities	20.9	20.0	16.7	20.9	25.0	18.8
Mission/Philosophy	54.1	47.5	58.3	52.6	50.0	56.3

TABLE 30

REASONS RATED IMPORTANT OR HIGHLY IMPORTANT
FOR REMAINING AT CURRENT INSTITUTION BY GENDER AND RACE

REASON	MALES	FEMALES	BLACKS	WHITES	HISPANICS	"OTHERS"
			-- percentages --			
Duties and Responsibilities	82.4	78.4	76.3	81.9	78.6	78.1
Increased Personal Status and Prestige	57.6	58.7	52.0	58.4	57.1	53.1
Better Institutional Reputation	56.4	43.7	54.1	54.3	60.7	25.0
Retirement/Benefit Plan	42.4	41.9	43.4	42.6	35.7	34.4
Employment Opportunities for Spouse	11.4	12.0	2.7	12.0	2.0	12.5
Educational Opportunities for Family	18.2	9.7	8.2	16.6	28.6	15.6
Salary	57.8	56.1	56.2	57.7	51.9	53.1
Perquisites	10.7	6.6	9.6	9.7	17.9	15.6
Competence/Congeniality of Colleagues	55.8	61.0	53.5	57.3	67.9	40.6
Geographic Location	59.9	56.1	52.6	59.5	71.4	43.8
Potential for Advancement	23.2	30.6	23.3	24.3	21.4	18.8
Mission/Philosophy of Institution	62.9	59.6	63.5	61.9	76.9	59.4
Lack of Opportunity Elsewhere	22.3	30.5	23.3	24.3	21.4	18.8
Physical Facilities	26.3	21.4	26.0	25.2	37.0	21.9
Financial Costs of Relocation	27.9	21.2	23.3	26.9	17.9	23.3

Hispanics are more likely than other racial/ethnic groups to rate a variety of reasons as being important in their decisions to remain at the current institution. These reasons are: educational needs of the family, perquisites, competence/congeniality of colleagues, geographic location, potential for advancement, mission/philosophy of the institution, and physical facilities (see Table 30). On many of the items, Blacks and Whites in similar proportions rate the item as important. Whites are somewhat more likely than other groups to rate duties and responsibilties as important reasons for staying. Blacks and Hispanics are much less likely than Whites or "others" to rate employment opportunities for spouse as being an important reason. Geographic location and potential for advancement appear to be important to significantly larger proportions of Hispanics than for other racial/ethnic groups.

Job Change

Approximately equal percentages of male (36.8 percent) and female (37.9 percent) administrators indicate that they are definitely or maybe seeking a job change. Blacks (37.7 percent) and Whites (36.5 percent) are nearly equally likely to possibly or definitely be seeking a job change. However, Hispanics (59.2 percent) and "others" (46.8 percent) are much more likely than other racial and ethnic groups to indicate that they are definitely or maybe seeking a job change.

Job Options: Position Type

Men two-year college administrators are fairly evenly distributed among the position options of: similar position (31.9 percent) and new position at a higher level in the current area (32.3 percent), and are slightly less likely to prefer a new position in a new administrative area (27.2 percent). Women, on the other hand, tend to prefer a new position in a new administrative area (35.5 percent). Approximately one-fifth of the women express a preference for a similar position and 31.5 percent for a new position at a higher level in the current area.

Blacks (40.7 percent) and Hispanics (50.0 percent) who are seeking a job change are twice as likely as Whites (27.8 percent) to prefer moving to a new position in a new administrative area.

Job Options: Institution Type

One-half (50.8 percent) of the males seeking a job change prefer a position at another two-year college. Over one-third (37.6 percent) of the women prefer a new job at another two-year college. While 22.2 percent prefer a position outside of higher education and 16.2 percent a position at a comprehensive college or university, a total of 23.9 percent of the women seeking a job change express a preference for a position at some type of four-year college or university. This is slightly less than the 24.6 percent of males preferring a move to a four-year college or university. The current institution is preferred by relatively few college administrators.

Another two-year college is the choice for the largest percentage of Blacks (33.3 percent), Whites (49.3 percent), Hispanics (37.5 per-

cent), and "others" (35.7 percent). One-quarter of the Blacks and Hispanics anticipating a job change indicate a preference for a position outside of higher education, compared to only 13.8 percent of the Whites. Slightly over one-quarter (25.5 percent) of the Whites, one-fifth (20.8 percent) of the Blacks, and 18.8 percent of the Hispanics prefer a position at a four-year college or university.

Job Options: Sector Type

A majority of males (61.4 percent) prefer a new job in the public sector. Slightly over one-fifth (22.6 percent) express no preference. One-half (50.8 percent) of the women prefer public sector, while one-fifth (20.5 percent) prefer the private sector and another one-quarter (25.4 percent) express no preference. A majority of Whites prefer public sector positions (60.6 percent), compared to 22.3 percent having no preference. In sharp contrast, 37.0 percent of the Blacks prefer the public sector, while 44.4 percent have no preference. Over one-half (52.9 percent) of the Hispanics prefer the public sector, and equal percentages (23.5 percent) prefer the private sector or have no preference. The number of "others" is too small to analyze.

Job Search Activities

For those two-year college administrators who indicate that they are definitely or potentially seeking a job change, there are substantial differences between males and females in the job search activities in which they are engaged. That is, women are more likely than their male counterparts to be engaged in contacting colleagues, developing new contacts, volunteering for added responsibilities, informing/consulting their mentor, and contacting search agencies (see Table 31). Women are more than twice as likely as men to indicate that informing/contacting mentor is one of their strategies. There are only slight differences between males and females in terms of the percentages who are informing higher level administrators. Higher percentages of males than females are responding to nominations and responding to position announcements. This is perhaps surprising since one might think that women would be more likely than men to pursue traditional job search activities such as responding to position announcements while men would be more likely to pursue "old-boy" network techniques.

The differences in job search activities among racial/ethnic groups are much smaller. As can be seen in Table 31, Hispanics are the group most likely to be developing new contacts. Proportionately more Blacks and Hispanics attend workshops/training programs. Blacks are more likely than the others to volunteer for added responsibilities. Hispanics are twice as likely as Blacks or Whites to contact search agencies, and Whites are more likely than other groups to respond to position announcements.

Community Size

At the four-year college and university level, women and minority administrators were observed to be pocketed in certain positions and at certain types of institutions (Moore, 1983). We were concerned about

TABLE 31

JOB SEARCH ACTIVITIES BY GENDER AND RACE

ACTIVITY	MALES	FEMALES	BLACKS	WHITES	HISPANICS	"OTHERS"
			-- percentages --			
Contact Colleagues	32.4	37.4	34.5	33.7	29.4	28.6
Develop New Contacts	40.5	48.0	48.3	41.6	58.8	28.6
Attend Workshops/ Training Programs	18.7	30.9	24.1	21.4	23.5	14.3
Volunteer for Added Responsibilities	11.9	17.9	20.7	13.2	11.8	----
Inform Higher Level Administrators	15.5	16.3	17.2	15.6	17.6	14.3
Inform/Consult Mentor	11.9	24.4	13.8	15.0	17.6	----
Respond to Nominations	17.4	10.6	17.2	16.2	11.8	7.1
Contact Search Agencies	5.3	8.1	3.4	5.6	11.8	14.3
Respond to Position Announcements	55.9	41.1	37.9	54.3	41.2	40.0
Other	6.3	7.4	10.3	6.1	10.7	15.6

determining whether female two-year college administrators were pocketed in urban community colleges. However, using the Beale Metro/Adjacency Codes described earlier, it does not appear that females are any more likely to be working in urban colleges than males. Equal percentages of males (28.1 percent) and females (28.7 percent) are working in major metropolitan areas. Slightly higher percentages of males are at colleges located in lesser metropolitan and urbanized areas (30.1 and 17.9 percent, respectively) than females (27.5 and 14.9 percent, respectively). Female administrators (28.2 percent) are, in fact, somewhat more likely than males (23.7 percent) to be employed in less populated areas.

Nearly three-fourths of the Blacks (74.3 percent) and 89.3 percent of the Hispanics are located at major and lesser metropolitan colleges, while approximately one-half of the Whites (56.4 percent) and "others" (50.1 percent) are at metropolitan colleges.

Preferred Community Size

Female administrators are more likely than males to express a preference for the same community (21.6 percent to 16.1 percent); a large, metropolitan city (37.6 percent to 36.5 percent); or to indicate that it doesn't matter (13.6 percent to 10.9 percent). Males (26.4 percent) are substantially more likely than females (9.6 percent) to prefer a smaller city.

Members of racial/ethnic minorities are much more likely than Whites to indicate that they prefer a new position at a college located in a metropolitan area or medium-sized city. Higher percentages of Whites (24.0 percent) prefer a smaller city.

FUTURE ISSUES

Future External Issues

The two external issues selected as most important for the largest percentage of both males and females are state financial support for programs and teaching and linkages with business and industry. Preservation of institutional mission was important to somewhat smaller percentages of each group.

When we analyzed the two most important external issues by racial/ethnic origin of the administrators, we find that state financial support for programs and teaching and linkages with business and industry are important to the largest percentages of Blacks and Whites. Hispanics are more likely to identify linkages with business and industry and preservation of institutional mission as the two most important issues. The "other" group perceives that state financial support for programs and teaching and preservation of institutional mission are the two most important issues.

Future Internal Issues

The single largest proportions of both males and females identified student recruitment and marketing and quality of instruction as the two most important internal issues to be faced within the next five years. Blacks are most likely to feel that student recruitment and marketing and student retention are more important than other issues. The largest percentages of Whites identify student recruitment and marketing and quality of instruction, while Hispanics indicate that quality of instruction and fiscal management and resource allocation are the two most important issues.

V. CONCLUSIONS AND IMPLICATIONS

TWO-YEAR COLLEGE ADMINISTRATORS, THE LABOR MARKET AND MOBILITY

Kathryn M. Moore

Each year, thousands of dollars and great effort is spent to search for, recruit, and hire people to serve as administrators in two-year colleges. Although the great boom in institutional growth has subsided, there are still new positions being created and old ones coming vacant. The two-year colleges are a dynamic, ever-changing arena for professionals to work, but few have been the studies which have attempted to describe how two-year colleges as an aggregate perform as a labor market for administrative personnel.

Each institution tends to view its personnel needs as idiosyncratic, and the individual administrator also tends to approach his or her career with a similar sense of aloneness. Part of this derives from the deeply embedded notion that administrators in colleges and universities, unlike managers in businesses or even in the public schools, have essentially temporary careers built on top of their permanent careers as faculty members. This appears to persist despite the hundreds of administrators who have prepared formally for their careers and devoted 10, 20, even 30 years to their work as administrators. Moreover, although most institutions are quite serious in seeking to hire individuals as administrators who have much more in the way of preparation and experience than simply having worked for the college, still the belief persists that academic administration is not a full-fledged career and that a labor market does not operate. The current study has had as one objective to examine these beliefs and to test whether, in fact, quite the opposite is happening.

Fortunately, the scholarly study of careers and of labor markets has attained an apogee recently. We have benefited from the work of many scholars in many different social sciences as we approached this study.

This report focuses on the nine administrative positions in two-year colleges that are responsible for most academic decisions, apart from the directly subject-matter-related. Presidents, campus executives, and chief academic officers oversee the quality and vitality of

the academic pursuits of both students and faculty. Chief business officers, head librarians, student affairs officers, and directors of financial aid, continuing education, and learning resources see to the general functional areas of responsibility in the institution. A major contribution of this study is the information it provides about the individuals who hold these positions in two-year colleges across the country. Although there is a sizable literature on the president's position, there have been virtually no studies of the eight other positions included in Today's Academic Leaders, and certainly none that relates the nine positions in the context of postsecondary education today. The high response rate to the survey and to various discussions of the data prior to this report suggest that administrators welcomed the opportunity to report on their careers and their opinions.

Postsecondary education in America is entering a period of reevaluation and possible restructuring. The leadership provided by individuals in the positions studied here will be crucial to the continued success and even survival of the enterprise. It seems timely to examine who these leaders are and what their opinions portend.

Personal and Educational Characteristics

An examination of the personal and educational backgrounds for the nine positions suggests several conclusions. Regarding the characteristics of persons holding these positions, it must be said that they are remarkably similar on several basic demographic variables. Most are White males between the ages of 42 and 59, married, with some advanced education, many with doctorates. In other words, the leadership group at the top of the community colleges of this nation are similar to their colleagues who are administrators in four-year colleges and universities or who serve on the faculties of either type of postsecondary institution. Moreover, these individuals are similar in these respects to those who work in other professions and in other executive and management positions.

Women and minorities do not appear in numbers reflective of their presence as either faculty or students in these institutions. While some may challenge this finding, citing the diversity they see around them in their home institutions, until a complete census is taken by race and sex in the two-year colleges, our 35 percent sample of these nine positions must serve as a marker for the kind of progress that is still needed to further diversify the leadership levels in the institutions which call themselves the "people's colleges." Indeed, we urge individual states to do a census of the women and minorities who hold administrative positions or serve on governing boards.

One of the strengths in the backgrounds of these individuals has to do with their investment in education. When it is noted that the largest percentages of their parents got no further than a high school education, while over 50 percent of the administrators themselves hold the doctorate, it is clear that these people are believers in the efficacy of education. Nor is it surprising that they have committed themselves to an institution that promises to assist others to achieve their educational aspirations.

Professional Background

The full story of the development of the two-year colleges is still to be told, but surely one of the more important chapters is how a leadership cohort was built and sustained during the years of tremendous growth when there were colleges being founded on a weekly basis and in need of a full complement of academic administrators. Where was the talent found? How has it been perpetuated? What are the future directions for this professional cohort? These and other questions were touched on by the preceding report. The two-year college movement is massive and dynamic. Its scope is reflected in the career histories of the individuals sampled here.

Perhaps the most telling statistic is that 60 percent of the administrators report having held at least one new position during their careers to date. This is in contrast to a sample of four-year college administrators, of whom only 48 percent had ever held a newly created position (Moore, Leaders in Transition, 1981). Moreover, almost 20 percent hold newly created positions currently, clearly illustrating that, although the big growth spurt in two-year colleges has slowed down, it has not ceased. Indeed, many administrators in the study had the experience of founding their positions by virtue of joining a newly formed institution. Unlike most four-year colleges, the history of a two-year college is within the living memory of many of its current staff from the president on down.

Tenure in office is also an indication of the growth opportunities in two-year colleges. The respondents in our study tended to have held their current office for under five years but longer than one. Those with the longest tenures were likely to be librarians; those with the shortest tended to be chief academic officers--but frequent job change remains a characteristic of virtually every position reported here.

Issues in Career Mobility

When we came to examine the sources of supply used by two-year colleges to fill these current posts, we considered two factors: the type of institution from which the administrator came and the type of position he or she occupied. When it came to the position of president, the most likely move was from chief academic officer, but a substantial percentage of the presidential respondents had been presidents before. Other two-year colleges are the principal source of supply within higher education, with major doctoral universities being the least likely source. When outsiders were hired as presidents, they came more often than not from the public schools, which is, of course, one historic root of two-year college development. These data suggest that the two-year colleges now have sufficient talent within their own "market" to supply their top leadership, in most cases, and that they tend to prefer those with academic experience above other types of administration.

The positions of campus executive and chief academic officer tend to pattern themselves after that of president in ways that suggest the makings of a strong career ladder to the presidency for many in either one of those positions. The chief of student affairs position is also a

likely supplier of presidents. Again, two-year colleges are generally able to supply campus executives and chief academic officers from within their own market rather than drawing from the other educational sources such as the four-year colleges or the public schools.

When we considered the sources of supply of current incumbents, chief business officers were most likely to come directly from outside the two-year college. And, unlike many of the other positions noted above, these external sources are tightly business oriented, open to few others even from related fields. Librarians tend to come from similarly closed markets, drawing almost entirely from within their occupational group. In other words, the career moves of those occupying the positions below president, campus executive, and chief academic officer tended to draw from within separate and distinct occupational groups, allowing for little diversity. Lateral moves were common for all positions, suggesting that the top position in any one of these areas is sufficiently challenging for one institution to be able to attract experienced personnel from another institution.

These data suggest a maturing labor market for two-year college administrators which is marked by the ability to develop sufficient numbers of people to fill vacancies from within the two-year colleges themselves, and from within the several subspecialities of administration more specifically. Sources of supply outside of the two-year colleges which had been so important in the early years of the movement, such as the four-year colleges and the public schools, appear less important now.

A second finding that supports the notion of a maturing internal labor market, and that carries it even further, is the large percentage of administrators in the sample who report having received doctoral degrees in higher education administration. Thus, not only are two-year colleges able to supply their own administrative needs internally, but they are showing a preference for individuals with formal preparation in the occupation. This finding points to an increasing professionalization of two-year college administration itself, aided and abetted by graduate programs specifically designed to meet this need.

Professional Activities

In order to pursue the extent of professional development exhibited by each of the nine positions under study, we examined the reported behaviors of the incumbents with respect to a long list of external and internal professional activities and opportunities. Through this, we learned that the level of activities and involvement tends to increase the higher up the administrative hierarchy one goes. Thus, presidents tend to be involved most intensely and in the widest range of activities, while more junior administrators such as chief business officers tend to confine themselves to a narrower range of activities and less involvement over all. Of the top three positions, chief academic officers report the least involvement, and perhaps, most importantly, less involvement at the state or national level. Since, however, presidents appear to be chosen rather often from among chief academic officers, this group, AACJC, and other national organizations may want to consider

additional ways to assist the professional development of chief academic officers.

There appears to be a great deal of internal involvement by all types of administrators in all types of institutions. Although much of the activity, such as institutional task forces or additional assignments, are used primarily to further the needs of the institution, a high percentage of all administrators who have participtated in such activities say they were also important for their career advancement. Oddly enough, with the exception of presidents, few have participated in activities directly designed to enhance career development such as job rotations or career reviews. Perhaps this indicates a lag in the awareness of institutions that their administrative staff is interested in and would participate in more directly career-related activities if offered. Moreover, presidents could be made more aware of the unspoken career ambitions of their staff and give them formal credence by offering such opportunities. That is, if the trend for increasing professionalization is to mature, then more formal acknowledgement and increased development may become more of a responsibility of the two-year college itself.

The implications of increasing professionalization of administrators in two-year colleges are many and complex. Not all can be addressed here, but one that does bear discussion relates to the notion of formal acknowledgement of the process of professionalization. An institution may be acknowledging the growing professionalization of administrators by hiring those who have educational credentials in administration in addition to work experience. Another form of acknowledgement can be the implementation of several types of activities which openly and formally recognize and encourage on-going professional development among the in-place staff and by recognizing their career aspirations and ambitions through review and evaluation procedures that take them into account.

Formal analysis of the nature and type of performance the senior leadership team wants from all levels of its administrative staff and development of the current staff may be preferable to waiting to hire it when a vacancy occurs. Activities such as regular career reviews and temporary job rotations formally acknowledge that administrative development is not only appreciated but also worth the institutional investment. Moreover, allowing individual career aspirations to surface in a constructive way with respect to the work of the institution is preferable to having an able administrator leave for another, perhaps identical, post because the hiring institution saw in that individual a potential which the home institution took for granted.

Administrator Marketplace

Insight into how the administrator marketplace operates was gained from the answers to our questions on job search. For the most part, the job market appears to function fairly straightforwardly and formally. That is, most people report learning about their current positions through formal job announcements from the hiring institution, and most report applying for the job formally. Personal contacts were important

both as sources of information about jobs and in making nominations, but particular individuals closely tied to the administrator such as a mentor appear not to have as much importance in securing the job as in other ways of job enhancement.

A small, but important, percentage of administrators report the perceived presence of unfair hiring practices such as "wired searches" or "insider advantages" but, overall, the reported information attests to a labor market that is currently reasonably open and fair. Perhaps this circumstance is so favorable because the market for administrators in two-year colleges is still dynamic. If it were tightening down as much as the markets in other sectors, we might expect to hear more complaints. Moreover, it is useful to remember that the ones reporting in this survey are the successful candidates who doubtless have an investment in the appropriateness of the current hiring procedures.

Finally, although the data do not substantiate this comment directly, it seems clear that the introduction of affirmative action hiring practices in the mid-70s, while not accomplishing the direct goal of greatly diversifying the administrative workforce, did have the salutary effect of making employment practices more formal and thereby perhaps more open. Women were no more likely than men to complain of unfair searches, but minority group members, especially Hispanics, expressed strong concerns with the process.

With respect to the factors which attract individuals to their positions and keep them there, we learned that they are not the same ones. For example, respondents generally noted that salary was not a highly important factor in attracting them to their current jobs, but salary is rated highly as a factor in keeping them. Duties and responsibilities of the position is generally important as both a pull and a push factor, but personal status and prestige appears to have more potency in pushing people to consider moving on than in attracting them in the first place. Readiness for a change is also both an attractor of people to jobs and a motivator to leave present ones. Concerns about benefits for self or family members generally receives low ratings on both side of the job movement question, perhaps because the respondent groups are so overwhelmingly the male members of families in which the wife is listed as a homemaker. The women administrators in the sample do tend to value these benefits more highly.

When confronted directly with the question of whether they were actively seeking or considering a job change, the majority of administrators said "no." However, there were some differences among the types of administrators. Chief business officers and presidents were the most likely to say they were staying put. However, directors of continuing education, campus executives, and chief academic officers were relatively more likely to be considering or actively seeking a job change. When taking those who said "maybe" into account, an astonishing 45 percent of directors of continuing education are candidates for the job market. Whether this indicates something about the ready market for such positions or something about the individuals is not clear. But when asked what type of job they would consider next, these directors were more likely to say they were interested in a new job in a new

administrative area. Most other administrators are interested in a job change to a higher level or to a different institution but do not express as strong an interest in changing areas.

Further support for the growing strength of the two-year college as its own labor market for administrators lies in the data which indicate that another two-year college is the preferred location for most administrators who are considering a job change. Other than the two-year college, the comprehensive colleges and universities are the next most popular institutions to which these administrators would move. The overwhelming majority prefer the public sector for their continued employment.

What do administrators do when they are interested in making a job change? Answer: The same things that got them their current job--applying to job announcements and making personal contacts with new and old colleagues. These fairly traditional techniques are chosen over the more intensely personal, such as using a mentor, or the more clearly impersonal, using an employment agency.

Perhaps it is appropriate at this juncture to make a comment or two regarding mentors as they are portrayed by this group of administrators. As we noted above, mentors do not appear to be used very actively by most administrators when it comes to current job-seeking strategies. The exceptions are women, younger administrators, and minorities. It is perhaps not surprising that age is a factor, because most respondents indicate that a mentor was important to them at the beginning of their careers. As the individual matures, the active use of a mentor, if he or she is still living, becomes less important in day-to-day matters. But that is not to say that at one time the mentor was not important in landing the first job as an administrator or the first big job at the top. Generally, however, the mentor's role as reflected here is less as a job-placement agent and more in other areas of career development.

Women, ethnic minorities, and younger administrators are the not-too-surprising exceptions. Each category, for various reasons, may need the help a mentor can provide in landing jobs as well as in carrying them out. For these individuals, the assistance of a powerful spokesperson in their behalf may make a difference not only in how they approach and win a new job, but in how the employing institution through its agent search committees views the candidacy of such persons. Other research would substantiate this.

Finally, it is important to note that over half of all the respondents say they have had a mentor, and further that mentorship is contagious. That is, if you have had a mentor you are much more likely to be one. This informal, but highly potent, source of administrator development needs further exploration.

Future Directions

Embedded in the respondents' comments about issues confronting their institutions in the next five years, we find some clues regarding the future of the administrator labor market as well; that is, if

license is allowed to extrapolate beyond the actual data. The trend about which there is some evidence relates to the configuration of interests centering on ties with the business community. These ties received almost universal acknowledgement as a crucial need in the future. If past practice holds, then it is also likely that administrative expertise will also be needed to deal with these concerns. In the beginning decades, personnel from local schools, as well as colleges and universities, were indispensable to the survival and development of the community colleges. Through these personnel, lasting bonds have been forged among the institutions themselves. Today, community and business ties are highly important, and personnel and expertise will be needed to forge new bonds.

Furthermore, presidents are somewhat distinctive in the strength with which they see this need. They are also distinctive in the extent to which their participation in community activities is based in the economic and business sectors. Who will be able to succeed these presidents and maintain the strength of their investments on behalf of their institutions? If the two-year colleges continue to enjoy growth and expansion, then, as in times past, they will find ways to include among the administrative team a number of individuals with experience in areas of crucial, needed strength external to the academic side of the enterprise.

Conclusion

These interpretive comments upon the data presented here from the Today's Academic Leaders survey are directed at considering the character and scope of the administrative labor market in two-year colleges. The characteristics of this market include a demand for individuals with the terminal degree, and, more specifically, for doctoral preparation in the field of college administration. There is strength in the tendency to hire from within the two-year colleges themselves, and a hint of where future outside hiring may occur.

The labor market from the institutional perspective is dominated by the public sector. Formal job announcements and hiring practices are prominent and appear to be undergirded by strong personal networks. Prior experience in the area of the hiring position is evident, including a tendency to hire persons with the same title at another institution. This may well be a practice of newer institutions as a way of bringing immediate strength to the major administrative positions, but this is not confirmed by these data. The hiring market is dynamic, with short tenure and frequent job turnover in most areas. The exceptions are business officers and librarians, where long-time employees are the norm. Many administrative teams are composed of a majority of individuals with less than five years of experience in the institution. Top leaders may still be selected from the public school arena or from four-year colleges, but increasingly they are found among other two-year institutions.

From the individual perspective, the dynamic nature of the market is a strength, affording the opportunity for advantageous job moves both upwardly and laterally. Changing one's area of administration is also

possible, although more probable in some areas than others. Advanced education appears to be a sound investment, including especially training in college administration. Job change and/or advancement can be fairly rapid, with 5 to 7 moves within 20 to 25 years. But the hierarchy is limited. Many individuals remain in the same area in which they began, making institutional changes but not major upward moves.

Women, minorities, and younger people appear to benefit from the help of mentors more than others. They also appear to be motivated by factors such as family opportunities more than their more senior, White male colleagues. Overall, the representation of women and minorities does not yet meet equity expectations. Perhaps two-year colleges could do more to offer specific job options such as flexible benefit packages, in order to attract and retain these individuals. In addition, encouraging women to undertake doctoral study and assisting them in that process would be a significant contribution to their future advancement.

Career movement within two-year colleges seems very promising at present, but movement to and from other educational sectors such as the public schools, four-year colleges, and universities is not so likely. Interesting new connections with business and industry and other community agencies are in the making and likely to be open to those with the right expertise and interests. In many respects, directors of continuing education are well positioned to take advantage of this new development and perhaps through it to fulfill some of their evident career ambitions.

Increasing professionalization and a strengthening internal labor market are the final observations to be made from these data. This supports the findings of Wing (1971) in an earlier decade, but there is need to give more attention to these factors at the national level. What are the likely requirements of a thoroughly professionalized administrative staff? Who will serve their interests locally and nationally? How can the labor market which is currently operating be made to function as effectively as possible so that the needs of institutions are matched most efficiently with the talents of individuals? How can administrative needs be matched with goals for social equity and equal opportunity? These and other trends discussed above promise an exciting and dynamic new chapter in the history of the two-year colleges.

IMPLICATIONS FOR HIGH LEADERSHIP: THE SINE QUA NON FOR "THE MOVEMENT"

S. V. Martorana

For more than a third of a century now, it has been my professional and personal good fortune to have been associated closely with persons actively engaged in the American community college movement and broadly recognized as playing a high leadership role in it. Many of those individuals exercised or are exercising their leadership from the base of an administrative position in a community college or another type of college which provides associate degree-level instruction. The leaders I have known, along with the many others like them of whose work I am aware only on an indirect rather than direct professional basis, have made the community colleges in America what they are today. Their part was critical to its shaping from fledgling collegiate institutional status to full-fledged recognition as an important component of the total postsecondary educational enterprise in the land. Without their contribution, the movement would not--indeed, could not--have been.

It seems to me opportune, therefore, to examine at least briefly the general accomplishment of the Today's Academic Leaders survey and to discuss some of its findings within the larger context of the role of leadership and its importance to the continued growth and development of the total movement. This essay is directed to that purpose.

Before moving into the substance of this discussion, note should be made of the deliberate reference to the development of American community colleges as a "movement." Upon first use of that depiction there was some tendency among scholars in higher education to decry the practice; however, the field now generally allows that it is defensible. Few parallels exist to the growth of public comprehensive community colleges and other highly related institutions which stress their community base and concentrate on associate degree-level instruction. But, it must be emphasized, it is the educational purpose (mission) that these institutions were created to accomplish that make it a true educational movement within a larger social and cultural one. The larger movement is the push for equality of opportunity and full recognition of civil rights in a democratic government and pluralistic society. The community college movement acted to realign the nation's educational enterprise to conform more closely with its political, social, and cultural goals.

With respect to the broad concept of leadership, the main premise suggested at the outset of this presentation is that it was essential at the start of the community college movement; it is essential now; and it will continue to be essential, if the movement is to continue and be vital. To build on that premise, and in so doing to relate the movement's constant call for high leadership to the present study, Today's Academic Leaders, I will develop seven (7) points. These are: (1) historically, the role of leadership in the community college movement has not received the attention it deserved; (2) yet, leadership has been rendered and has carried the movement to great height; (3) leadership is a phenomenon that is little understood; (4) the present study can start

a drive to develop a better understanding of leadership; (5) to do so, we need to recognize and raise some old questions not addressed in the present study and some new ones which come from its findings; (6) community college leadership needs to develop a broader base and is doing so; and (7) the problem of studying community college leadership is complicated by a shifting educational mission which calls on us to redefine the word academic in the phrase Today's Academic Leaders if it is to be used by "tomorrow's academic leaders" working from a community college base.

Historical Inattention to Study of Leadership

Leadership as a function to be performed by administrators at any level is an almost totally neglected topic of research in the course of the community college movement. This is true to some extent of the field of community college administration in all of its aspects--planning, budgeting, organizing, managing, controlling, evaluating, and so on. There is a body of literature in the community college field that touches on all of these topics, but the mass of it is overwhelmingly descriptive rather than analytical and so fails to contribute significantly to the development of better theoretical foundations on which to improve practices in the field. Attempts to examine scientifically the function of leadership in administration are virtually non-existent except for some scattered studies (typically at case-study dissertation level) of the contributions made by particular scholars or administrators.

This is not to say that the presence of administrative leadership is not sensed nor that its importance is not recognized in the history of community colleges. Koos (1924) writes in his pioneering Commonwealth Study of "The Junior College" (the institutional precursors to community colleges) as they had developed during the first two decades of the movement:

> It is probably unnecessary to point out that the critique of junior college standards just concluded is teeming with inferences of administrative significance for those who are responsible for leadership in the movement and will guide in the development of systems of junior colleges as well as those who are to be immediately responsible for the direction of particular junior colleges (p. 642, emphasis added).

And he goes on to say:

> There is no attempt to contend, however, that the report is all-inclusive on administrative aspects. There is still ample room for investigation. . . . As with most educational units, the field of the junior college is fairly bristling with questions to which more nearly unequivocal answers than now available are much to be desired (p. 643).

Koos made similar calls for more penetrating inquiry into other elements of these institutions--mission, curriculum, services to students, faculty, etc., which were quickly heeded. But his demand for

research directed to administration, and more specifically leadership, has gone largely unmet.

While the need for effective leadership in the movement has been long and often recognized, little scholarly attention has been given to providing a base of theory derived from sound research into the nature of such leadership on which administrative practice could be improved. Virtually every significant general work on the community college movement in America has recognized the need for good leadership (Eells, 1931; Bogue, 1950; NSSE, 1956; Medsker, 1960; and Cohen & Brawer, 1982). More about the challenging call for a special direction for that leadership struck by Gleazer (1980) will be said in the discussion of the last of the seven points of this presentation. None of these works, however, could bring to their discussion of the need for effective leadership very much significant, relevant knowledge based on research about the phenomenon.

Leadership Practically Acknowledged

The fact that leaders' performance has been little studied does not deny the fact that the community college movement is marked by the work of its leaders based at the institutional level. Once the concept of the "junior college" was given academic credence by intellectuals and policy decision makers in higher education, such as William Rainey Harper, when president of the University of Chicago, and William Watts Folwell, when president of the University of Minnesota, and began to be expressed in operating institutions, the stage was set for leaders to enter. And enter they did in substantial numbers and with dramatic effect. The first two decades or so of the movement was essentially a record of individual initiatives in particular school systems and colleges scattered over the country. Their influence is seen in both the total growth and achievement of the movement and in its accomplishments along some more particular lines.

That high leadership exercised first in an institutional setting can lead to similar performance in broader settings and can produce consequences of further reach can be shown by two illustrative observations. One is the movement of institutional administrators to positions of prominence at the national level; the other is the spread of successful innovations in community college education from institutional settings where creative and daring administrators first helped to see them tried to adoption and used more widely.

The first observation is readily demonstrated by two facts. All of the last three persons in succession as chief executive officer of the American Association of Community and Junior Colleges (Bogue, Gleazer, Parnell) earlier had been presidents of community or junior colleges. And all three of the regular appointments to the directorship of the federal Community College Unit (Cosand, Martin, Howe) made during its existence within the United States Office of Education were persons with prior experience as institutional chief executive officers.

Similarly, it is quite easy to show how community college leaders first sparked and nurtured development of new practices at their own

institutions and then became leaders in extending the innovation throughout the field. As one illustration, persons close to community college education generally acknowledge the leadership roles in developing educational television as a mode of instruction played by Clifford Erickson, Chicago City Colleges; Bill Priest, Dallas Community College; Norman Watson, Coast Community College; and Bernard Luskin, Orange Coast Community College. In another realm of program innovation, international education in community colleges, much the same can be said about the roles played and status earned, again among others, by Seymour Eskow, Rockland Community College, who made good at that institution his belief that community colleges could develop an "international dimension" and then helped to convince many others in the field to follow.

The list of areas of innovation and of community college leaders who have sponsored and spread their use could go on and on. In another place, Koos (1948, p. 2) wrote ". . . proposals for innovation ordinarily originate with individuals." Community colleges have produced their share of leader innovations. Even their number and impressive successes, however, did not always satisfy others who saw farther into the future and were impatient with the speed of progress the community college movement was making. I recall Koos venting his frustration on this matter one day as we were working (I was his graduate research assistant at the time) when he burst out angrily with the words, "The community college movement unfortunately is greater than the leadership it is getting!"

Leadership: A Phenomenon Little Understood

Because of the lack of penetrating studies of their performance, no one really knows whether it is by skill or art, or by some combination of the two, that some community college administrators rise to high levels of leadership when others do not. Why do some come to be widely acclaimed while others are successes in more limited ways, and still others fail to play their leadership roles at all well? There are some largely subjective pronouncements which attempt to answer such questions, but well-developed ones are not to be found.

Institutional administrative leaders are both sources of praise and of despair in the movement. These persons are enigmas to scholarly researchers who would like intensely to discover, describe, and be able to teach others "what makes leaders tick," but who so far have fallen far short of being able to do so. Effective administrative leaders are also foci of frustration and sometimes delight to higher-level officials (state directors and coordinators of community colleges), who find the attempt to keep pace with the leaders' ideas (along with the energy and creativity that typically they display in action to implement their expectations) sometimes debilitating, frequently frustrating, yet always exciting.

The Present Study Can Be a Start

The results of the Today's Academic Leaders survey tell us some of the features of persons now in top administrative positions in the country's community colleges. It also provides insights into how these

persons got into the jobs they hold and about their views of the institutions in which they work, as well as some of the issues with which they are now contending and may have to contend in the near future. There is no intent or need to recapitulate the survey's findings here; presentation and summarization of these facts and related observations were done in earlier sections of this monograph.

Some further attention can be given to a few of the findings, however, to relate the study to the concept of leadership and to illustrate how it provides a base for further and more penetrating examination of how leadership functions and produces results.

One such finding is the fact that persons in the three highest administrative positions studied reported significant prior experience as graduate assistants in their careers. This suggests the possibility that there are qualities in persons who will ultimately be leaders in their field which can lend to early detection of a person's potential and to a better nurturing of that promise. If so, what are the indicators? And are these indicators of promise at the graduate student level ones which can be traced and examined as administrators progress along their career paths? The same kind of inquiry could be directed at another body of prior experience respondents to this study reported, namely, the part-time employment they were in as they moved ahead. Clearly, administrators have to work their way through to advanced graduate degrees. Are there early signals of excellence in leadership that come during these experiences? Could they be useful as predictors of high leadership in the field?

Another finding suggesting somewhat the same line of questioning and possible further study comes from the section on mentoring. What implications for further study into the leadership role can be seen in the fact that a majority of presidents, campus executives, academic officers, and directors of continuing education report at least one mentor and, further, that the mentor is usually a college or university professor or administrator? What is it that the mentors see in the proteges chosen for close professional association? How reliable or consistent are these factors, and what is the carry-over into the later administrative practice by the protege with respect to high leadership performance?

Consider the possibilities of the same kind of inquiries tied to another set of findings, namely, those indicating that current incumbents in community college administrative positions attached relatively little importance to the use of career reviews and position evaluations in their institutions as procedures affecting their career progress. It is common knowledge that these practices are being used and are on the increase in community colleges as in other types of institutions. Why then the low estimation of their effect on career progress expressed by persons to whom they are applied? The records that these practices produce can be useful sources of data for more penetrating examination of performance in all of the several functions of administration including that of leadership. Use of these career practices and the records that they produce in this way could not only alter the level of importance incumbent administrators attach to the activities, but also pro-

duce better understandings of administrative practice in general and leadership behavior in particular.

Expanding the Scope of the Inquiry

Admitting that the present study raises as many or more questions than it answers about leadership in community college administration, we must ask what ought next to be done. The quest for a better understanding of high leadership in the community college field needs to examine more than the institutional administrators and their work settings. There is an "ambience" in organizational leadership generated by persons actively engaged in the role; community college leaders create this atmosphere in their association with officials at state and national levels as well as with scholars based in university and other centers of research. The result contributes mightily to the total critical mass of leadership in the movement. The ambience is hard to describe and even harder to explain. It is a sense of common cause, of pooled dedication brought about by reinforcing backgrounds, perspectives, and knowledge; there is mutual respect, shared biases, and a protective pluralism among those involved. Each one of these factors is suggested as operative in the findings of the present study, in that incumbent administrators at the higher level positions studied showed strong similarities in backgrounds, aspirations, and values in educational and, more specifically, community college work. But the question here is, to what extent is that general set of characteristics among institutional administrators made even more powerful in the total impact on leadership in the movement when it is combined with similar attributes held by colleagues working in the movement, but in other than institutional settings? At present, the answer to the question is not known, but a full examination of leadership in the movement cannot ignore it.

Exploration of the questions suggested in the above paragraphs perhaps can benefit from noting that the relationships of institutional administrators and professionals working at state and national levels in the movement are not always cordial nor do they function smoothly. There are often tensions and, at times, these are severe to the point of crisis. Reasons for the tensions and the effect of their existence on the quality of leadership exercised on behalf of the movement, if studied closely, can help illuminate the leadership role. The present study found that top-level administrators are heavily engaged in state, regional, and national activities and attach significant weight of importance to these involvements in their pursuit of successful, satisfying service and furtherance of their careers. How is leadership affected when the ambience noted here becomes troubled? How does the degree of difficulty encountered affect administrator effectiveness in the role?

These are not mere speculative questions. It is common knowledge that the presidents of community colleges are seen by the leadership of the American Association of Community and Junior Colleges as a special group of workers in the field, a group that merits a different type of recognition and mode of involvement with leaders on the national scene. It is also well known that at times, even with this not-too-tacit under-

standing, there is tension rather than cooperation evident in the relationships involved. This was the case at one point prior to Gleazer's launching "Project Focus," the in-depth two-year (1970-72) review of the Association which led to its reorganization in dramatic ways, including the establishment of the Presidents' Academy.

Repeatedly in Today's Academic Leaders reference is made to ways institutional administrators interact with college and university professors and administrators as they enter and pursue their careers. Frequent mention is made also of some particular university-based programs like the celebrated Kellogg Junior College Leadership Program. This association over the years of the movement has been generally symbiotic and mutually beneficial. At least a score of university professors have developed national reputations in the field since 1930, and many hundreds of leaders have received their graduate education in universities.

Against this background, the present study's findings that community college leaders are heavily oriented toward the doctoral degree and more often have the Ed.D. than the Ph.D. become more meaningful. The indicated alignment seems to be one that has acquired greater momentum in recent years and can be explained, at least in part, by noting several related developments. One, of course, already emphasized in the preceding sections is the sheer rise in demand as numbers of colleges grew and numbers of positions in them also grew.

But, that is only one side of the equation--the demand side; the supply side also needs to be noticed. During the three decades of booming community college growth, the 1950s, 1960s, and 1970s, there came great pressures on colleges and universities to help establish community colleges and to make them strong. It was particularly important that universities have faculty and other resources to assist personnel in community colleges to improve their professional service in these institutions. Community colleges argued that they needed a new breed of faculty and special service professionals as well as administrators and leaders. The Kellogg Leadership Program provided a striking and prototypical response to the demands for top-flight administrator training, even though it was highly selective and met only a part of that need. No comparably dramatic or concentrated response came forth quickly for special graduate programs aimed at general administration, teaching faculty, student personnel workers, and other functionaries. But later in the period under consideration, new graduate programs began to appear, not only in established graduate centers, offered in conventional ways, but also in lesser known graduate schools, offered in non-conventional ways. One of the most successful of these illustrates this point well; Nova University (main campus in Fort Lauderdale, Florida, and accredited by the Southern Association) established a special field-based doctorate in education for community college personnel and institutional improvement. It started in 1972 after intensive planning involving a veritable "Who's Who" of contemporary leaders and scholars in American community colleges (persons such as Medsker and Tillery, University of California, Berkeley; Wattenbarger, University of Florida; Roueche, University of Texas; and Raines, Michigan State University). After about ten years, the program was expanded to focus on

higher education broadly, and is now part of the Center for the Study of Higher Education at Nova University. The field-based program struck directly at the need expressed by many college faculty and staff who felt tied to their institutional settings. Since 1972, the program has granted 1,414 Ed.D. degrees, 80-85 percent of which have gone to persons based in community colleges. Clear evidence of the contribution Nova has made is found in the survey finding that it is a major grantor of specialized doctoral degrees among the respondents.

The Expanding Base for Leadership

A two-part basic assumption underlay the design of Today's Academic Leaders. One part was that persons with experience at lower echelons of community college administrative work would move up to higher levels of general institutional leadership and responsibility; the other part was that, while they were in any of the nine positions surveyed, the incumbents would have the opportunity to exert leadership in the particular function of the position, i.e., academic administration, student affairs, etc. Both assumptions were generally borne out by the findings of the study.

Beyond the fact of that finding, however, is a point to be emphasized and a related finding along with some elaborating comments. The point to be observed is that the base for leadership in the community college movement needs expansion beyond the chief executive, presidential level. The finding is that it is, in fact, being expanded along the lines expected in the design of the study, albeit too slowly in some respects. While there is good indication that persons are moving from lower to higher levels of responsibility, there is only moderate to weak indications that this process is reaching and involving women and representatives of minority racial groups to the degree expected.

Here, again, we have opportunity to note and examine what is going on in the field relevant to the expectations we have set for it. Earlier mention was made of "Project Focus" and the dramatic way it caused the American Association of Community and Junior Colleges to be reorganized. Much of that action was addressed to giving different constituent groups besides the presidents within the community college movement a greater voice and opportunity for leadership, both in a general sense and in their particular arena of interest. Structurally, this was to be accomplished by the creation of "Affiliated Councils." Starting in 1972, the process has led now to thirteen recognized councils. Abbreviated titles to show their constitutencies are: Women; Humanities; Occupational Education; College and University Professors; Black American Affairs; Community Relations; Research and Planning; Resource Development; Staff, Program, and Organizational Development; Instructional Administration; State Directors; Community Services and Continuing Education; and Student Development. One can see easily the forums these provide for administrators to participate at many echelons of the institutional organizational structure and so gain some of the broader experience that the present study showed higher level executives considered important to their career development; similarly, one can see the same thing beginning for women and Black administrators.

Complication Caused by Shifting Mission

From its beginnings and through the decades of the great expansion of community colleges in America, it was apparent that these institutions were gathering their momentum for growth from the fact that they were dedicated to providing extended opportunity for education beyond the high school level for the general population. Their primary mission was the democratization of opportunity for college study for at least the associate degree level. The effect of institutional concentration on this mission, as Koos documented in 1924, was to set in motion a steady pressure for reform of the entire American educational structure; the reorganization which was to make a place for the community college (one in every congressional district of the nation) was just about complete by the end of the 1970s.

That success achieved, evidence began to develop that the community college movement would continue to be vital only if another equally compelling purpose in the American society could be found and served by these institutions. Observers of the movement began to note the shifting mission of these institutions (Gleazer, 1980; Cross, 1983; Martorana & Piland, 1984), and the AACJC began to examine the question in formal and informal ways.

The direction of shift that seems to be most strongly emerging from these inquiries is that of an enhanced service to programs and services which improve the community of location at the same time that continued attention is applied to providing opportunity for all citizens in the community to further their education beyond the high school level. The thrust of the essays in the work edited by Martorana and Piland (1984) goes so far as to suggest that community colleges should now begin to organize academic programs to meet the needs and interests of organized community groups in much the same way that academic programs are traditionally organized to meet the needs of individual students.

Earlier in this essay, attention was called to the challenge Gleazer put to the community college leaders when he called for a new leadership direction. In his little volume, The Community College: Values, Vision, and Vitality, he asserts that a key element in the future mission of community colleges is to serve as the "nexus" for postsecondary education in a locality. The community college, he suggested, ". . . is uniquely qualified to become the nexus of a community learning system, relating organizations with educational functions into a complex sufficient to respond to the population's learning needs" (1980, p. 10). The last chapter of the volume is entitled "Leadership," and elaborates on the kind of bold new directions leaders of the movement should take to implement the idea of nexus in community postsecondary education.

That idea is not unlike the one I suggested to an assembly of California community college presidents in the mid-60s contending that the community colleges alone could not hope to cover the total postsecondary educational needs of a community of any size (Martorana, 1965). What was needed, I suggested, was something that was more encompassing of all kinds of postsecondary institutions and which might well

be called a "communiversity." The same term is used by Gould (1970) to describe essentially the same concept. In a section termed "Enter the Communiversity," Gould wrote: "The university of the future, as I vision it, will be a loose federation of all the educational and cultural forces of a community--at every age level. It will be a coordinated educational entity serving a single, fairly large community, or a single, compact region if a group of communities is more appropriate" (p. 90). Martorana and Kuhns discuss the implications of this concept of postsecondary education applied at community levels in a book futuristically entitled The Fifth Generation Community College (Tillery & Deegan, forthcoming).

What does this imply for Today's Academic Leaders? As I stated in enumerating the points to be made in this presentation, it suggests that administrative leaders of community colleges of the future will need to be more than academic leaders in the conventional use of that word; they will need also to be leaders in action for community development through institutions which provide programs and services directed to that purpose. If this assertion is valid, the findings of the present study which indicate that all administrators in these kinds of institutions now are significantly involved in community affairs and attach considerable significance to this participation take on added meaning. The finding was particularly noted for the highest echelons of administrators and directors of community service. Whether or not the shifting emphasis in the mission of community colleges to include stronger attention to community development as well as a concern for individual student development will strengthen this observation in the future is a question that deserves continued attention.

Before leaving this particular line of discussion, note should be made of the difference in leadership direction that is suggested in the above paragraphs from that which may be seen in some other recent policy suggestions in higher education; the word "difference" is used advisedly to stress variation rather than conflict. A recent report, Involvement in Learning (1984), calls for leadership on the part of all institutions of higher learning, including community colleges, to sharpen the focus on the individual learner and give attention to enhance that learning. The concept of the community college academic leader of the future suggested above does not oppose that finding of the recent report but argues that an even broader concept of academic function needs to preoccupy the leader; beyond a concern about quality of programs and services to enhance individual student learning, there is need for an equal concern for those which enhance community development.

Concluding Comment

Throughout this chapter has run an undercurrent of concern about the lack of penetrating scholarly analysis of the role of leadership in advancing the future fate of community colleges in America and about the negative consequences the lack of that knowledge creates for effective practice of leadership in the field. Perhaps the concern need not continue long. There is evidence that leadership in community colleges is beginning to attract more scholarly attention and, therefore, that the chances the phenomenon will become better understood are stronger

now than they have been in the past. Besides Today's Academic Leaders, which we submit can be a useful beginning for more probing studies of community college leadership, there are other works that seem to speak to the same purpose. The published work by Vaughn (1983) and Tillery and Deegan (forthcoming), as well as work not yet published done by James O. Hammons while serving as scholar-in-residence at the American Association of Community and Junior Colleges and at the University of Arkansas--all attest to this possibility. There may be others of which I am unaware. My hope is that, when someone writes anew about American community colleges a third of a century from now, there will be the theoretical understanding of high-level leadership that its importance to the field demands and deserves.

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CENTER FOR THE STUDY OF HIGHER EDUCATION

The Center was founded in 1969 with three basic missions: Conduct studies of institutional, state, and national significance in postsecondary education; support the program in graduate studies in postsecondary education in the College of Education; and assist The Pennsylvania State University as "consultants in residence" on issues within the Center's sphere of interest and/or competence. Recent years have brought on increased emphasis on the topics of national scope with policy implications.

Dr. William Toombs is the current director and there is a total complement of five professionals, each with a distinctive pattern of interests. Dr. S. V. Martorana, a professor of higher education, was vice chancellor and provost for technical and community colleges with the State University of New York. Dr. Kathryn Moore, a professor with research interests in the academic profession and women's studies came to the Center staff in 1977 from Cornell University. Additional professionals with specialized expertise, including visiting scholars, are also affiliated with the Center. Five or six graduate research assistants together with other technical professionals are involved with the research program.

The Center also shares its activities with faculty from other professional areas and joins with other units at The Pennsylvania State University to further research studies. Together with the Center staff, faculty associates are currently engaged in about ten studies on a variety of topics in postsecondary education including: Management and finance of colleges and universities, organization of regional resources for education, faculty personnel issues, and the career patterns of administrators. A joint project with the Continuing Education Planning Studies office deals with continuing education in six professions.

Over the last three years the Center has received external support for research from such sponsors as the Carnegie Corporation of New York, the Pennsylvania Department of Education, the National Science Foundation, the Kellogg Foundation, the Fund for the Improvement of Postsecondary Education, the National Institute of Education, Appalachian Regional Commission, Exxon Foundation, and the Ben Franklin Partnership Fund.

Penn State is an affirmative action, equal opportunity university.

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